



558
CTA
Journal

NOVEMBER
1957



In This Issue:

PAYROLL DEDUCTION

FOREST CONSERVATION

DRIVER EDUCATION

COLUMBIA SCHOOL



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School
Phone _____

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City _____

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Present
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Phone _____

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Frame
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Value of Building
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Fire Policy Expires _____
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Dwelling in city limits? Yes No
Names of Main Cross Streets _____
If you are in a Special Fire District, please give its name _____
Ownership of Dwelling: Fully Owned Cal. Vet. G.I. FHA Other
Name of Bank or other Mortgagor _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property
(Contents) Policy Expires _____
Value of Personal Property
(Amount of Insurance Desired) \$ _____
(If no policy, write "None")
I live in (check one): Private Dwelling Apartment Other
Number of Living Units
In Building: 1 to 4 (If over 4, show number of units)
Does the building contain any
Business Premises (stores, shops, etc.)? Yes No

ESSENTIAL!

PIGSKIN SEASON

The boys wrapped in blankets wouldn't have that lost and forlorn look if they could be out there on the field fighting for dear old Ourville High.

With football in the air at this season, Margaret Atkinson simply had to create an appropriate cover design for November edition. Photographs from two southern California communities helped to set the right mood. The field shot is from Balboa High School and the dismal pigskin gladiators were in a stray print from Hemet High School. Names of the Heroes of the Blanket Brigade were not provided but we trust they have since earned a niche in their school's hall of fame.

CTA Journal

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November 1957

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Change of address, stating both old and new addresses, should reach CTA Membership Department, 693 Sutter Street, San Francisco 2, at least a month before normal delivery date.

CTA Journal, November 1957

FROM THE FIELD

... statewide professional news

California Congress of Parents and Teachers has set aside \$177,500 (largest amount in its history) to assist young people next year with loans and scholarships. Loans up to \$300 a year may be used for any type of higher education. Program for 1958-59 includes 35 awards of \$400 each for elementary teacher education scholarships, 28 of \$400 each for secondary education scholarships, as well as grants for special education, international relations, counseling and guidance, and librarianships. Information and applications at CCPT, Suite 300, 322 West 21st St., Los Angeles 7.

Music Educators National Conference (an NEA department) will hold its biennial meeting in Los Angeles March 19-25. State presidents will meet March 19-20. California and western music teacher associations have been active in programming.

Palo Alto Teachers Association had 250 attendance at a September picnic, launched its "package deal" on unified dues (\$34) with a payroll deduction sign-up.

Of the 4437 instructors credited with full-time employment in California's 52 junior colleges, 3517 were listed as 1957 CTA members.

PTA Membership Enrollment Month (October) was expected to set a new high on C.C.P.T. rolls. Last year's total for California was 1,632,798 (which included 587,807 men).

Clark Kerr, 46, internationally known expert on industrial and labor relations and chancellor of the University of California for the last five years, will succeed Robert Gordon Sproul as UC president next July 1.

Three new campus sites have been authorized by the regents of the University of California, bringing to 11 the number of campuses of the world's largest university. New campuses will be located on the coast south of San Francisco, southeast of Los Angeles or Orange county, and San Diego county. A fourth site recommended by the legislature will be located in south San Joaquin valley. Funds for construction will be requested of the 1958 legislature.

Summer tours for 1958, co-sponsored by CTA-NEA, will include 44 days of Europe (\$1615), 18 days of Hawaii (\$519), and Christmas tour of Mexico (Dec. 21-30, 1957, \$391). General information and registration forms from CTA Special Services or NEA Travel Division, 1201-16th St., N.W., Washington 6, D.C. More travel information in February edition of *CTA Journal*.

Glen S. Dumke, president of San Francisco State College, succeeds J. Paul Leonard, who became president of The American University of Beirut, Lebanon. Dr. Dumke taught history at Occidental College beginning in 1940, was dean of faculty there since 1950.

Mrs. Floy Weeks of Cordelia was honored by her

community recently when she completed 50 years of teaching in her home town.

Miss Marie Madden of Laguna Beach has been honored by American Legion, PTA, and Faculty Club in her community as she retired after teaching 25 years there, bringing to a close a career of 55 years in education. She had taught the grandchildren of her former students.

Maj. Gen. David P. Hardy, commander of the California National Guard Reserve in San Francisco, died recently in Ohio. He had been a member of CTA from 1916 to 1948.

Frank Hubbard, NEA assistant executive secretary for information services, will be principal speaker at a meeting to be held in room 101 Home Economics building, University of California, Berkeley, 8 p.m. November 13. He will discuss expanding NEA services.

Stuart P. McComb, former Pasadena superintendent of schools, has been appointed coordinator of teacher education projects at USC.

Norman Tallman, assistant superintendent of Montebello unified school district, is president of USC's Educational Alumni Association.

Regional convention of American Association of School Administrators will be March 8-11 in San Francisco. The 1958 schedule calls for three sectional meetings (St. Louis, San Francisco, and Cleveland) instead of a national meeting. A number of affiliated organizations plan concurrent meetings, including Educational Press Association, which tentatively sets up a luncheon at the Sheraton-Palace on Tuesday, March 11.

Three appointments will be made shortly to the CTA Commission on Educational Policy. Chairman Howardine Hoffman has written to presidents of local chartered chapters, requesting nominations of qualified persons. Two appointments of classroom teachers will also be made by the CTA Board of Directors for vacancies soon to appear on the CTA Commission on Teacher Education.

Mary Gostlin, Angie Holms, and Maria Lopez, all of Alhambra school district, have received certificates in the professional standards program of the National Association of Educational Secretaries (a department of NEA).

San Bernardino, one of the fastest-growing cities in the nation, enrolls over 27,000 students in 45 schools, including ten new plants built in the last three years.

Sixteen teachers retired from Santa Ana city schools this summer, having a combined total of 452 years of service. San Diego city schools said goodbye to 55 teachers and administrators, many having served for 30 years or more.

John L. Compton, superintendent of Bakersfield city schools, was honored by his community at a "Recognition Dinner". He was presented many tributes, including a State Legislature resolution "for outstanding contribution to education".

Representing a total of almost 150 years of teaching, six California agriculture teachers received "Star Teacher" awards by ballot of CATA members. Top men in the six regions of the organization, they are Leslie B. Brown, Benjamin B. Ward, Ernest A. Tarone, Chris H. Starr, Legro Pressley, and Truman H. Frane.

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1957

EDUCATION, U.S.A.

..... national professional news

An Illinois school board member got some answers to his question, "What makes a good school good?", when he wrote to principals of 35 U.S. high schools. His list included those schools producing 20 or more finalists in the last two years for National Merit Scholarships, including Berkeley senior high. According to *Time* for October 21, these schools give lots of homework, have frequent examinations, publish academic honors, assign students to groups according to ability. Comment: "I am never happy except with superior work." "We simply refuse to accept mediocrity." "When in doubt, give the lower grade."

National expenditures for education should be doubled to meet current problems, including technical shortcomings, says Arvid J. Burke of Albany, New York, chairman of NEA committee on tax education and school finance. "Any nation that only pays its teachers an average annual salary of \$4,200 cannot expect to be first in putting an earth satellite into outer space," he added.

A Fourth of a Nation is the title of a new book by Paul Woodring, on leave from Western Washington College of Education. Controversial portion of book presents a new organizational pattern for American schools. He summarizes by stating "In a society of free men, the proper aim of education is to prepare the individual to make wise decisions."

National Association of Public School Adult Educators, a department of NEA, will hold its annual conference in San Diego, November 11-13. Dr. Kenneth Oberholtzer of Denver is scheduled as principal speaker.

President Eisenhower has proclaimed November 10-16 as American Education Week, "to demonstrate appreciation of the work of our teachers". TV and radio will carry "salute to teachers" addresses from Cincinnati November 11 by NATO Supreme Commander Lauris Norstad and Defense Secretary Neil H. McElroy.

A 90-minute *Wide Wide World* program, Dave Garroway's NBC-TV classic, will be devoted to "The Teacher" -soon after the new year. A four-program series on CBS-TV called "Conquest" will interest teachers since it is a documentary on science and science education.

Under Secretary of State Christian A. Herter will be one of the speakers as the U.S. National Commission for UNESCO opens its sixth national conference at the San Francisco Opera House November 6. Having just fin-

ished an Asian tour, Herter will speak on "New Dimensions in Diplomacy".

AASA's 1958 yearbook, to be published soon after the first of the year, will deal with the secondary school program. California's membership in American Association of School Administrators is 576, sixth in the nation. C. C. Trillingham, Los Angeles county superintendent of schools, is president-elect.

A total of 1,562 colleges and universities report some form of student aid. A survey by U.S. Office of Education showed that 237,000 scholarships valued at \$65.7 million in 1955-56 increased 2½ times in a five-year period. "Financial Aid for College Students: Undergraduate", providing information on scholarships, fellowships, grants, loans, and campus employment, is available from Superintendent of Documents, U.S. Gov't. Printing Office, Washington, D.C., \$1.

Kermit A. Seefeld, Santa Barbara College, U.C., is first vice president of American Industrial Arts Association. John Olsen, Long Beach State College, is a board member of National Art Education Association. Elise Hahn, UCLA, is first vice president of Speech Association of America.

Expanded activity at National Education Association saw in September and October appointment of ten new professional staff members. Some changes: George Arnestine, former Californian and for the past two years assistant editor of *NEA Journal*, has become editor of publications for the NEA Division of Federal and State Relations. Ivan A. Booker, formerly in the Division of Press and Radio Relations, is associate director of the NEA Membership Division. Robert Skaife, who had been an NEA field representative, became executive secretary of Affiliated Teacher Organizations of Los Angeles. Margaret Perry, 1955 "Teacher of the Year" and assistant executive secretary of Department of Classroom Teachers, resigned to be married this fall in Oregon. Lois Rogers, former executive secretary of the Arizona Education Association, has been appointed NEA field representative. Mary M. Condon, former state superintendent of schools in Montana, is the new assistant director of NEA Division of Rural Services.

Alvin E. Rhodes, superintendent of San Luis Obispo county schools (and husband of CTA Vice President Mary Stewart Rhodes), is secretary of a state committee for NEA Department of Rural Education. Vaughn Seidel, superintendent of Alameda county schools, is state director.

Tax relief for teachers will be assured if HR 4662 can be passed in the second session of the 85th Congress. That was the opinion of the NEA Legislative commission at the session of September 28-30, presided over by Vice-Chairman Mary Jo Tregilgas of Compton. The bill introduced by Rep. Cecil R. King (D-Calif.) would allow deduction of professional expenses from income taxes.



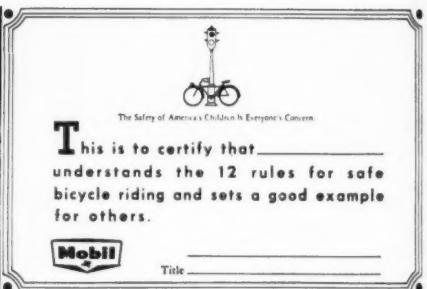
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A Credential With Meaning

THE development and maintenance of an effective credentialling system ought to be a serious concern of teachers. The decision whether to build a licensure system on a few credentials with broad authorization or on a multiplicity of credentials for limited service is a matter of considerable importance. Of equal importance is the way the decision is made. Teachers in all areas of the profession should be involved. They must be informed and their reactions must be known. The CTA Commission on Teacher Education, the State and Section and Local TEPS Committees will give leadership to this involvement.

For two years a broadly representative Committee of the California Council on Teacher Education and the State Department of Education has critically explored the present credentialling program. It has indicated clearly the inadequacies of that system and has suggested sweeping revisions. These proposals are now before the teachers of the state.

Major recommendations of the Revision Committee provide for a single general teaching credential with two advanced credentials, one in the field of pupil personnel services, another for the school administration and supervision function. For the general teaching credential, a five year program of preparation is advocated. This program allows the credential candidate to choose between two alternatives at the end of his bachelor's degree program. He may choose to complete his fifth year immediately or enter the field on an internship basis and complete graduate requirements over a five year period.

Revision of the credentialling system seems imperative. Both the profession and the public can better be served by a less complex system than now exists.

The credential is a license to practice in the public schools. Perhaps the credential should do no more than guarantee that the holder has been screened and prepared for teaching by an approved institution. The revision Committee wisely suggests that other processes, not credentials alone, should be strengthened to guarantee a professional standard of service. A strong accreditation system at all educational levels is one such supplementary process.

Some have assumed that credentials should

guarantee proper assignment of personnel. The revision committee suggests that this has not been true of the present elaborate system and should not be expected. Instead the Committee proposes that proper assignment of staff is the concern of the local district and that the local professional group should participate in the development and maintenance of adequate standards for staffing. Again accreditation, if properly devised, can act as a safeguard for both public and profession.

The task of credential revision is made more difficult because teachers in past decades have not understood the complexities of their own system of licensure. Nor have they been encouraged to make its improvement their serious concern. Teachers, if they are properly to guard their own standards, must participate in the processes through which teachers are credentialled.

Local teachers associations have a responsibility to study proposals for credential revision and to urge appropriate action upon those agencies responsible for change. Early in the proceedings of the revision Committee each chapter had an opportunity to react on these matters. Associations representing some 18,000 teachers did so. These varied points of view came to the attention of the state committee. More recently every local teachers group has received the revision committee's final proposals and interested members may receive a copy by postcard request to this office. The May issue of *CTA Journal* presented the committee's plans in detail. There is—in the CTA policy-making machinery—an opportunity for every teacher to be heard. Section TEPS Committees and Councils await communication from local associations, and the CTA Committee and Commission on Teacher Education at the State level anticipate general professional reaction from all levels of the organization.

It is too soon to even guess what ultimate action will be taken on this report. It is not too soon to encourage every local association to give serious heed to the Credential Revision Committee's proposals. This is your business and what you do about it can have profound significance in the improvement of teacher-education and the improvement of professional standards in Calif.



Arthur F. Corey
CTA Executive Secretary

A handwritten signature in black ink, appearing to read "A. F. C." or "Arthur F. Corey".

PAYROLL DEDUCTION

will make it easier

New state law provides for monthly pay plan on CTA dues

YOU NOW have a simple painless method of paying your CTA dues. The 1957 passage of SB 967, adding Section 13862 to the California Education Code, has cleared the way for school districts to make payroll deductions for payment of professional association dues and to forward them directly to the California Teachers Association.

Although some districts have been making professional dues deductions under Section 1157.1 of the Government Code, the operation of this Section did not contemplate action other than remitting amounts deducted to the treasurer of the local employee association for local dues.

Another purpose of the new law clarifies the dues deduction relationship between the local association and the CTA and NEA. Section 13862 reads:

" . . . to deduct for the purpose of paying the dues of the employee for membership in any local professional organization or in any state-wide professional organization, or in any other professional organization affiliated or otherwise connected with a state-wide professional organization which authorizes such state-wide organization to receive membership dues on its behalf . . . "

At least two general procedural trends have appeared in the early phases of the new dues collection plan. In one, the office of the county superintendent of schools receives the authorization, withholds the amount of dues, and forwards the lump sum total to the nearby CTA Section office. The Section assumes the subsequent distribution of the dues to the several associations involved. Or the Section may arrange with a county office to separate the dues and forward several warrants to cover the various association dues amounts. These latter will accompany the memberships sent to the home offices.

A second tendency is for some counties to enter into the procedure

only to process warrants upon direction of the local school district. The local district, working with the teacher association, handles the deduction authorizations and other accompanying records and forwards to the county instructions as to making up the payroll.

A single warrant is made out to the CTA for the total amount of professional dues deduction and returned to the district with the teachers' salary warrants. The dues warrant is then forwarded locally to the CTA Section, or perhaps to the local association treasurer.

It is likely that a procedure already established under Section 1157.1 will continue for some time. Dues deductions will go through a developmental stage in various counties before procedures become uniform.

Some local associations have been using Section 1155 of the Government Code, which authorizes salary deductions to be paid to a credit union in the manner in which deductions are authorized to purchase U. S. Savings Bonds. The credit union, upon further authorization of the teacher, then renders the service of disbursing funds to designated associations for dues. The new legislation enabling the school district or county office to remit dues deductions directly to professional associations should make the credit union method unnecessary, although for members of credit unions this may continue to be a convenience since they may already have loan payments or share-purchase plans under way.

DR. KENNETH R. BROWN, CTA
director of research, studied procedures in several county offices and conducted a survey of school districts in order to write this timely article.

Q. What is payroll deduction for dues?

A. Payroll deduction is an arrangement with your employing district whereby your professional dues are paid for in installments out of several of your pay checks. Amount and period of deduction may be predetermined and authorized in writing. The individual member is spared the burden of lump sum payment in any one month.

Q. How does one use this service?

A. The local teacher association obtains an approval for a payroll deduction plan from the district board of education, which adopts a resolution establishing the policy and forwards it to the county superintendent of schools. As an alternate, the board may carry out the local policy in its order upon the county offices for its monthly warrants. The individual teacher signs an authorization to have his monthly pay check reduced for several months, directing the reduction to cover the total dues of the associations he wishes to join. This is simply another deduction like those already authorized for income tax, retirement, health plans, etc. One county now requires the local association to register its CTA charter with the county superintendent of schools before starting payroll deduction.

Q. Is there a cost to the teacher?

A. It is lawful for the district to charge for the added bookkeeping service, but the law does not require the district to do so. This cost feature has been in operation in districts operating under Section 1157.1. The local district board of education makes the decision whether to charge the

member or not to charge him. Several districts inaugurating the plan this fall have absorbed the small costs involved.

Q. Must all teachers sign up in a district to make the plan effective?

A. The law does not require that all teachers sign up. The proportion of employed teachers required, if any, to install payroll deduction for payment of dues is a matter of local policy. The district would probably prefer not to bother with a small minority, but it could do so. It should not be required that all teachers participate in payroll deduction; there may remain a proportion of employees who prefer to pay their dues in lump sum. Ultimately, districts may decide it is better policy to handle all employees similarly. Once the plan is running smoothly, there should be no individual inconvenience of any kind.

Q. If our district did not approve the payroll deduction plan this year, when is the earliest it could be effective?

Dues for 1958 are now being collected and in many places the annual membership campaigns are virtually concluded. However, if the local board should wish to install the plan effective in January, teachers who wished to sign up could be covered during the second semester. This would reduce the payment period to six months. CTA will continue to collect 1958 dues until August 1, 1958. However, under payroll deduction, dues collection for the year must be completed on or before June 30, making the last pay check affected the June check. The period January to May (five deductions) is a possible span for late adoptions in the coming year. Once authorized, the deductions could continue in 1958-59 over a longer span, perhaps ten months. Those teachers who miss out in any spring installation (or who paid their 1958 dues before the plan became active) would have to wait until the fall of 1958 to sign up for payroll deduction.

Q. Are my membership privileges effective immediately upon authorization of deductions, or must they wait until January 1958?

A. Your CTA membership privileges are effective immediately upon membership signup and authorization of dues deduction. In cases of



"I SHOULD HAVE KNOWN THAT RETARDED CLASS WOULD FINISH MISS BROWN!!"

renewed membership there will be no interruption in delivery of *CTA Journal*; new members will receive their first copies of the *Journal* immediately on receipt of notice in the state office. You should allow reasonable lapse of time for processing of the membership from building representative to Section office to state office, where addressograph plates are prepared and filed for mailing lists. Your membership receipt card enables you immediately to avail yourself of CTA special services.

Q. How extensively is payroll deduction being used this year?

A. An October postcard survey of CTA chartered chapters brought in 324 replies by October 16. Of 322 tabulatable returns, 147 were from chapters in which payroll deduction has already been adopted. It was not possible to estimate the number of teachers involved in the 147 chapters in time for November publication, but among the group were some of the largest chapters.

These chapters were located in San Francisco, Stockton, Richmond, South San Francisco, San Mateo, Redwood City, San Pablo, Palo Alto, Hayward, San Lorenzo, San Rafael, Pittsburg, Antioch, Mountain View, Sunnyvale, Walnut Creek, Fairfield, Menlo Park, Tracy, San Carlos, Los



Gatos, Modesto, Turlock, Bakersfield, Tulare, Hanford, Lemoore, Porterville, Taft and Visalia junior colleges, Corcoran, Wasco, Watsonville, San Luis Obispo, Monterey junior college, Salinas, Monterey, Sacramento and environs, Marysville, Red Bluff, Davis, Nevada City, Susanville, Crescent City, Fort Bragg, Long Beach, Bellflower, Lynwood, Hawthorne, El Monte, Garden Grove, Wiseburn, Glendale, Paramount, Inglewood, Compton, San Bernardino, Anaheim, Ventura, Redlands, Oxnard, Mt. San Antonio Junior College, Chula Vista, Blythe, Brawley, Mojave and Victorville. Numerous smaller chapters and districts could be added, but the above names identify the more widely known California communities.

There were a number of such districts where payroll deduction was under consideration and was awaiting an early decision. Others were waiting the installation of the necessary bookkeeping machinery in county offices.

Among the districts in which payroll deduction was not presently being considered, a variety of reasons were given for the negative decision. A large proportion of these were waiting for more information on the cost of the plan and the decision as to how the cost should be borne. Many simply said the matter was not being considered, but others more specifically indicated that there was at present board or administration objection.

There were fourteen chapters which reported that a local plan of installment payments had been developed, either financed by the local association or by a credit union, which would continue to be used.

About twenty chapters reported that their teachers were not presently interested in payroll deduction: either they did not feel it was necessary, or they felt that there was still a question of professional propriety involved.

Our guess is that a majority of teachers will have payroll deduction available to them during this year. We will hazard the prediction that by next Fall the districts which do not include payroll deduction in their personnel policy will be the exceptions.



We Practice Conservation

By Paul R. Hanna
as told to Alvin C. Klotz

MY interest in tree farming dates back at least 25 years to the time I assisted in organizing several workshops for teachers on the problems of conservation of our national resources.

We Americans were digging deep into the storehouse of natural resources and we were much concerned about the depletion of our forests and our soil.

But that early interest was not wholly satisfied by talking and writing on conservation. We had always hoped some day to do more—possibly own some timberland and develop forest products.

Then suddenly the opportunity came unexpectedly four years ago. At dinner one evening a guest told us about a 1440 acre piece of timberland for sale in the

Santa Cruz Mountains. After dinner I telephoned my friend Ben Allen of the California Redwood Association to get his advice. He urged me to start *practicing* conservation. So I then phoned the administrator of the estate and asked him to give me an option to buy. This he granted and all that remained was to find some way to finance the undertaking.

My first move was to discuss the venture with two of my neighbors—colleagues on the Stanford campus. We decided to form a partnership. Incidentally, we consider it very advantageous to have all three partners living within walking distance of each other. We can call a director's meeting between the main course of dinner and dessert. And no office is necessary.

Our first business was to employ a forest consultant to cruise the timber and give us a report on what we were purchasing. Then with the cruise report in hand we approached our banker, who considered our proposal, found it a sound investment, and helped us finance the purchase.

My partners in the enterprise are I. James Quillen, dean of the Stanford University School of Education, and William R. Odell, professor of education. Jointly with our wives we own the original purchase of 1440 acres. Subsequently, Mrs. Hanna and I acquired an additional 160 acres and the Odells have purchased another 40. The purpose of these additions was to acquire the entire upper watershed of two streams. This seemed advisable for sound Tree Farm management.

Dr. Hanna, professor of education at Stanford University, has long been interested in conservation education. A prolific writer, he has produced many articles and has directed teacher workshops on this subject. The Journal asked Alvin C. Klotz of San Francisco, district manager of American Forest Products Institute, to visit Dr. Hanna and to get the story of his experience with tree farming. This is the result of the interview, which we feel should be of interest to educators responsible for teaching conservation to youth. Photo above shows Dr. Hanna standing beside the sign which certifies he believes in the best standards of forest conservation and development. The sign stands on the Tree Farm described here.

At this time, and after considerable soul-searching, I must say something that may sound bewildering to the reader. We are anxious to spread the word on tree farming, but we are not eager to show off our Tree Farms. The kindest way out of our dilemma is to say we don't recommend the short drive to the casually curious, nor even to the intensely interested. Although we owners live only an hour's distance from our Tree Farms, the drive through our property is impossible for most vehicles to negotiate—unless the operators have the skill of ex-logging truck drivers and a vehicle with four-wheel drive and high undercarriage.

But the most important factor in our dilemma is that of self-protection. No forest owner wants to lose his investment to that number-one enemy of good forestry—fire. And there is a direct correlation between the number of people who use or pass through a forest and the number of destructive fires in that forest. Trusting our conservation education friends will sympathize with us on this point, let's leave this matter.

From the start my partners placed management responsibility on me. They encouraged me to go ahead on the Tree Farm development plans. Nothing stood in the way of my learning practical forestry the hard, perhaps the only, way.

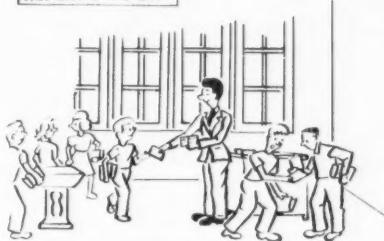
For two years my wife and I spent most of our free weekends during good weather on the property. We slept out in sleeping bags. Week by week we explored the possibilities and probabilities. But it became apparent that we didn't have the time, knowledge, or skill profitably to manage the tract entirely on our own. Early in the game we fortunately learned that if a Tree Farm is going to produce properly and perpetually, it must be handled with great technical skill by professional foresters.

We began looking around for professional consulting forestry help; for an organization with the same philosophy of forest land use as our own. From among the several firms available, at last we chose the California-Pacific Forest Consultants—a partnership of James E. Greig and Harvey A. Striplin, Jr., both graduates of the University of California College of Forestry and ex-employees of the California Division of Forestry. Un-

der their management our Tree Farms are now doing well.

We have taken advantage of some government subsidies to private forestry under the Agricultural Conservation Program. A major project has been brush-clearing to encourage plantations of softwoods in understocked areas to beat the competition of weed vegetation and chaparral for sunlight and moisture. Under Section A, Practice Specification B-10, we can recover \$1625 of \$2500 spent in a year on stand improvement on 40 acres. This aid is only encouragement, however. We have spent and are spending large sums of our own money for stand improvement.

REPORT CARD DAY



P.T.A. THAT NIGHT



J. Patterson

The brush-clearing project is successful. It is rewarding to see the natural stocking of young Douglas fir that has come up in the area which we cleared and sprayed to hold back the burgeoning brush.

Another project has been planting the old skid trails and open places where nature had not yet seeded young Douglas fir. Inspection of the planted areas near the end of the first summer showed that a good percentage of the young planted trees had survived. Undoubtedly much larger plantings will be made each year from here on.

The first timber sale was made this past summer. Here again the professional management team was needed. It took time and industry familiarity

to find a buyer of our logs willing to accept the stumpage sale contract on our terms. During this time of depression of the lumber market (and we hope and trust this is only a low point in the cycle of supply and demand in a free market) a timber company executive accepted our logging specifications. Thus, early in our experience, we have run up against market conditions as a variable in successful tree farming.

Our managers have worked out a program of logging that looks to the future. They anticipate that the forest can be logged every sixteen years in perpetuity at the rate the trees are now growing, and using a selective system of logging.

Our logging plan is to harvest a select number of mature logs on one hundred acres each year. Thus, it will take about sixteen years to complete the logging cycle on the total tract. After the first sixteen-year cycle, roads should be in shape for an orderly process of perpetual growing and harvesting with the minimum of effort to get at the trees to be harvested.

In the more favorable sites nature is now putting a half inch of diameter growth on each tree each year without our help. We are still experimenting, but we anticipate that good Tree Farm management will more than double this annual "natural" growth.

Sawlogs are not the only cash crop. Minor products, ferns and huckleberry brush, for example, are sold under a flat annual contract for use in the eastern flower markets. A close check is being made on the yield. Next year we will probably harvest these products on a tonnage basis, always controlling the cutting so that subsequent yields will be better and bigger.

Salvaged split products—rounds, shakes, grape stakes, fireplace logs—from redwood windfalls and logging residue give us still other products for sale from the Tree Farms.

Christmas tree harvest policy is still uncertain. A few have been sold. Plantation sites are now under study.

We anticipate a sale of 500 cords of tanbark oak and a beginning of pulpwood sales next year.

Cutting corners to save money is important to a tree farmer. For example, with intelligent planning and

(Continued to page 29)

SAFE DRIVERS WANTED

By John S. Urlaub

***Status needed for
training program
if we are to reduce
carnage on highways.***

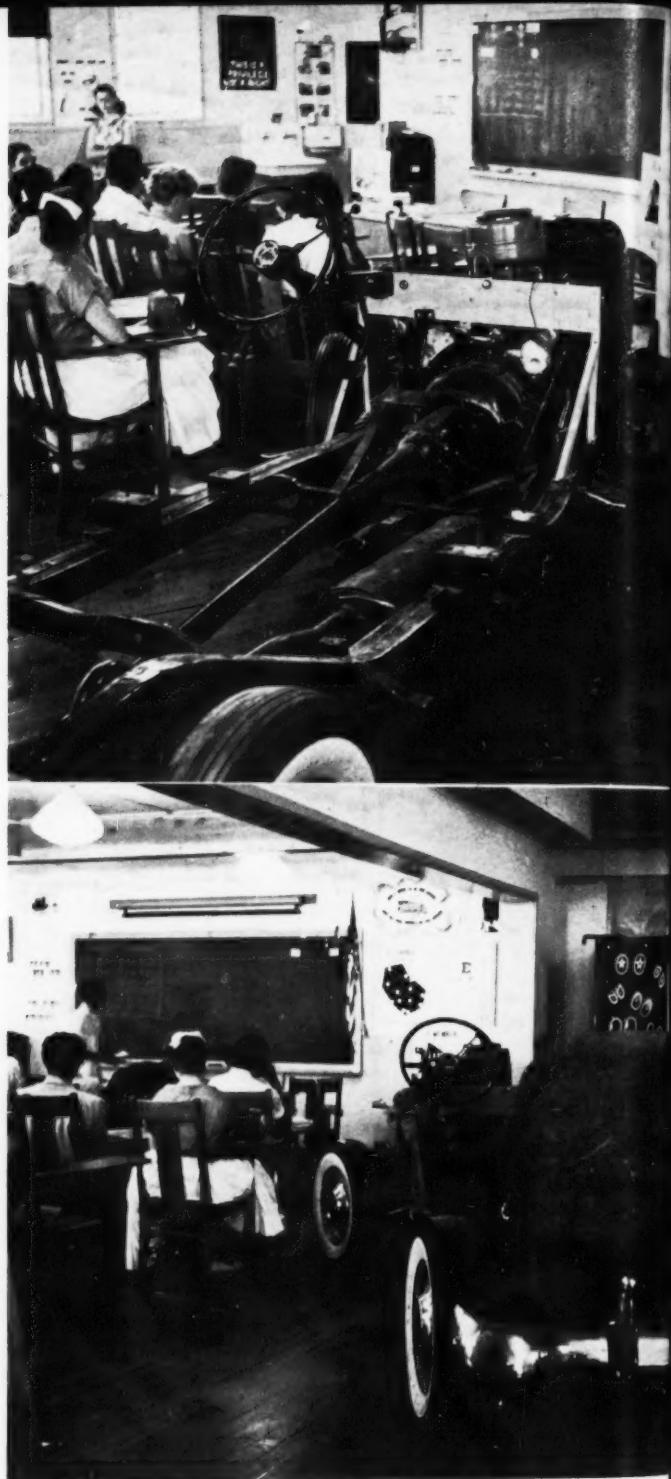
ALTHOUGH California high schools provided driver education to 164,700 students during the 1956-57 school year, the program in this field only begins to meet the challenge of death and destruction on our streets and highways. Since no other agency or control is adequate, the public schools must accept the responsibility of preparing the safe drivers of the future.

The appalling statistics of the past two decades prompt an analytical evaluation of methods presently employed, and warrant a realistic and extensive program designed to develop a nation of safe and sane drivers. We can define the physical and mental attributes of a safe individual. Yet we have only partially provided the facilities or enforced proper standards of preparation which should produce safe drivers.

Progress has been made toward developing safe drivers, but with present techniques and passive acceptance we cannot hope to attain the degree of highway and pedestrian safety required in this automotive age. We need drastic action in a constructive program within our educational framework, incorporating methods educationally sound but yet untried.

Some 25 years have elapsed since the first driver education course was offered to prospective teachers and students by Amos E. Neyhart at Pennsylvania State College. Since then we have witnessed expansion of the program both in course content and in number of schools

Dr. Urlaub is director of driver education at Berkeley high school, educational consultant for the American Automobile Association, and instructor in extension division of University of California.



An automobile chassis in the driver education classroom permits the instructor to point out engine parts and controls when discussing automotive construction. Students can also familiarize themselves with the operation of the vehicle. Other equipment in the ideal classroom should include a model of a traffic control device.

offering the subject. In some states, by legislative enactment, the course is required for graduation from the public high schools. In other states encouragement is given by state departments of education that such a course be included in the curriculum, but little direction and few standards are set up.

Many schools have a driver education course in name only. When incorporated as an integral part of an un-

related subject, instruction in safe driving becomes incidental rather than of primary concern. Courses may be limited to a study of the vehicle code, or some segment of the subject where it can do little more than whet the mind or stir the imagination of the student.

Driver education has proven its worth. Studies have shown that trained drivers have a better driving record than untrained. This has been accomplished despite the fact that we are not "teaching" Driver Education. Driver Education as it is offered does not resemble the possible potential that should be included. It is a misnomer to call many of our current courses Driver Education.

Parents should demand, and students have a right to expect nothing less than a subject of upper division status which carries credit of college or university acceptance. Ultimately the course should be offered in the senior year as a prerequisite to graduation. Our attitude in the past has been to offer a course meeting certain requirements and including less than the basic essentials of what is necessary to accomplish results. This requires serious evaluation of present course content.

It is considered desirable that the student be enrolled in the driver education class just preceding the time when he is attaining legal driving age for that state. As a consequence, the majority of students are scheduled for the course during the 9th and 10th grades. In almost every case this constitutes the student's only exposure to a formal driver education class during the entire high school and college years.

In addition many classes consist of 30 classroom hours or less of formal instruction. The six-weeks course, or 30 class periods, has been selected as adequate, or educationally desirable. There is no research to show that such an allotment is ample or defensible. The 30 hour class must be lengthened to one of a semester duration.

The average 14 or 15 year old student, who has had little or no driving experience, is not equipped to gain a maximum of value from a comprehensive driver education course. Investigation reveals that course content must be structured to pupil maturity, and is frequently elementary

in nature and restricted in content.

Since many students apply for an instruction permit the day they reach legal driving age, the school is obligated to assist in preliminary instruction concerning rules of the road, and safe and courteous driving practices. These must be regarded as only one segment of the complete course. In addition, mastery of the mechanics of driving a car is only a segment of safe driving. We can not justify the driving training program educationally if our objective is to teach only those skills necessary to pass a driving test.



Serious consideration must be given to the ultimate development of a driver education course designed on a 12th grade level. This course could be of one semester duration and required for graduation whether or not the student had completed a shorter course at the freshman or sophomore level. At this age, when students have had several months of driving experience, the various approaches to safe driving become more realistic and meaningful.

In the past, we have had a national safe-driving day. Certainly the intent was to encourage all drivers to use extra caution and courtesy in order to make one day safe. The fatalities and accidents recorded on these dates about equalled those of the exact date one year prior when no special emphasis was given to safety. One fact seems to be paramount. We cannot teach safety through a shot-in-the-arm technique. It is not educationally or psychologically sound and should not be expected to produce results.

Conditioning for driving safety requires a persistent exposure to and a complete understanding of its component aspects, rather than a fragmentary appeal to one's response to reason and courtesy.

Driver education is still in a state of comparative infancy. In its few years of existence, the organization and arrangement of course content has been remarkable. Several texts have been written, revised and re-written within the last decade. As in many other courses the textbook serves as a course of study. To a marked degree this is fortunate in driver education, since frequently the teacher has had little or no preparation in a subject that must be regarded as reasonably specialized. When administrators understand the potential that this subject holds for preventing loss of life and limb, and when all instructors have had specialized training in this area, the subject will gain in status.

The idea that driver education should have upper division status in our school curriculum is not too remote when one surveys the areas directly related to driver education. Furthermore, the subject has certain aspects, somewhat scientific and technical in character, that are given little or no treatment in the current high school curriculum. In addition, when these are discussed in relation to every day experiences, the meaning, relationships and cause-effect become more apparent.

Safety on today's streets and highways requires a knowledge of inter-related aspects which were not evident a few decades ago. Analysis must be made of those factors involving physics, chemistry, biology, psychology and engineering, particularly as they affect the competency and safety of the driver.

Such topics as force of impact, potential destructive force, kinetic energy, centrifugal force, and braking distance demonstrates the physical laws of inertia and momentum much more effectively than reference to an abstract analogy. If we add to this the mechanics of radar with an actual demonstration of determining speed and calculation of stopping distances, we have physical principles transformed into meaningful experiences. Such illustrations could be repeated innumerable times, each with its comparable effect on developing the desired attitudes in potential drivers on our streets and highways.

The operation of a motor vehicle requires utilization of several of the

(Continued to page 22)



Children Restore Historic

RESTORATION of historic old Columbia Grammar School, financed by the gifts of California school children, is proceeding on schedule. In a project undertaken by California Teachers Association in April 1955 — and commended by State Senate Resolution No. 46 — children gave \$39,361.73, all of which CTA turned over to the State Division of Beaches and Parks.

Original estimate of cost of restoration as a historic monument to early education in California was \$100,000. Orville Johnson, architect in charge for the State Division of Architecture, says 25% more has been accomplished to date than was thought possible. He believes the job can be finished with \$70,000, including \$10,000 for furniture and equipment.

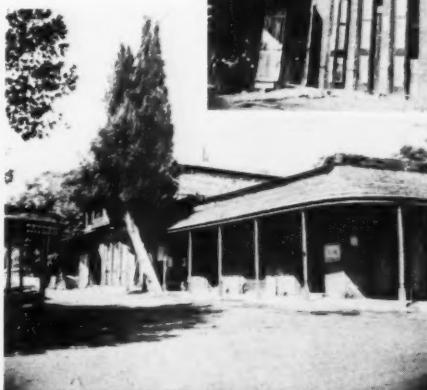
With only about two-thirds of the project financed, final plans for completion have not yet been developed, according to William H. Barton of the CTA staff, who directed the campaign.

More than a half-million visitors a year pass through Columbia Historic State Park near Sonora, Tuolumne county. The red-brick schoolhouse stands on Cemetery Hill, overlooking the century-old town, a charming relic of gold-rush days.



Work has been completed on structural walls, which required insertion of steel and concrete reinforcing. A new bell-tower has been erected. Exterior walls are being made water-tight.

Subflooring and roof joists were restored. Window frames and sills are now being installed. A roadside tablet directing visitors to the schoolhouse credits California Teachers Association for its interest. The Park is just off State Highway 49, marked by a large rustic sign. Photographs by William H. Barton.



Scenes in the Historic Park include an ore-wagon, the famous Wells Fargo Express depot, a commercial store at the main intersection now converted into an art gallery, and partially strengthened Fire House No. 1 and Village Apothecary.

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Good Health Rules Pointed Out to Combat Asian Flu

SPREAD of the so-called Asian influenza has reached epidemic proportions in many parts of the United States, with a disastrous effect on school attendance. In a number of school districts of California interscholastic football schedules have been cancelled or modified and many classes have been cut to half-size.

Public health services were predicting this month that probably 20 percent of the people will be affected. It will probably affect students to a higher degree than teachers and parents.

A new type of influenza vaccine has been made available on a limited scale; there has been a general distribution on an unofficial "priority" basis. Physicians can give "shots" to whomever they feel needs them.

To date mortality has been extremely low—and then only in combination with other infection. The Asian flu is not known to have permanent harmful effects.

School officials have been advised by medical authorities that there is no evidence that school closing would help to stop the disease.

Doctors warn that a person afflicted with the symptoms (fever, headache, muscle pains, cough, and sore throat) should have bed rest for three to five days. After that, during a period of weakness, it is wise to

resume normal activity slowly and cautiously.

The four simple health rules in the Asian influenza problem, as stated in the photograph above, was the theme of a program on KRON-TV, San Francisco. "Science in Action," the well-known TV series, featured Dr. Ellis Sox, right, San Francisco city health director, and Dr. Earl S. Herald, program host. They showed an actual microscopic enlargement of the flu virus, which hardly differs in appearance from 30 other flu "bugs."

Dr. Sox advised, "Stay clean and stay well." Cleanliness of person and clothing were labelled as top health measures. Bathe daily and wash hands before eating.

Good diet was also pointed out. Fresh fruits and vegetables, meat, and milk in balanced meals were recommended.

Proper rest and sleep were indicated as means of maintaining resistance to disease. Don't overdo or get over-tired. Avoid temperature extremes.

The Asian flu is spread from person to person. Doctors suggest avoiding crowds. They have not yet produced a method, however, for avoiding crowds and simultaneously keeping up the normal operation of a school classroom.

Teacher Turnover Due to Ill Health

By C. E. Stirdivant

MANY teachers are leaving the profession, and ill health is a considerable factor in this loss. School systems often concern themselves with the health of the teacher upon his entering service. But beyond this initial interest not enough attention is paid this phase of personnel administration until teachers become too ill to perform their duties.

A sound body is prerequisite to the zest needed for good teaching. Teaching is a profession which places great demands upon the individual. These demands can cause much wear and tear on the human body. As health deteriorates, teaching efficiency declines, and the education of the child suffers.

For the most part, those who have interested themselves in teacher health have done so because of their concern for the child. This will always be an incentive to improve teacher health. But the public, the school administration, the teaching profession, and the teacher have an additional interest in this matter.

The public wants adequate return for its money. Inadequate teaching resulting from poor health can cause financial loss. In addition, school work is interrupted and regular classroom work is often laid aside when a substitute steps in. Administration is likewise affected. Frequent illness in a faculty can lower morale, require numerous readjustments, and interfere with the continuity, orderly pursuit, and quality of classroom work. It can lower teaching standards and reduce the number of competent teachers in the profession. The person most directly and vitally concerned is the teacher.

The loss of teachers is a waste of human resources the schools can ill

(Continued on page 20)

Dr. Stirdivant, who wrote his doctoral dissertation on this subject, is a teacher in Huntington Park high school, Los Angeles school district.

Harr Wagner, educational publicist

FOR over fifty years Harr Wagner figured vitally in the educational history of California. He served in school capacities as administrator, journalist, institute speaker, and trustee. However, his unique contribution to California education during the half century he was on the scene was as an educational publicist. The most significant of his activities were as publisher of the *Golden Era*, later the *Western Journal of Education* and as an institute speaker of marked influence in the upgrading of educational attitudes in California. He was the founder of the Harr Wagner Publishing Company, which dealt primarily with matters of education and the printing of textbooks.

Born on March 20, 1857, on a farm near Milroy, Pennsylvania, of German Lutheran parentage, James Harrison Wagner, as he was christened, had a rugged childhood which developed in him an initiative and spirit of adventure which was to mark his later life. After teaching for two

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

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Harr Wagner

Jottings of a Traveling Bookman

By W. M. CULP
PREDECESSOR OF WESTERN JOURNAL OF EDUCATION

The beginnings of *The Western Journal of Education* were in that flamboyant period in San Francisco in 1852 when two youths, one twenty-one years of age and the other nineteen, decided that the place was San Francisco, the period, the lush Gold Rush Days, the call, to give to men from diverse portions of the world, and of all degrees of learning or lack of it, a weekly newspaper devoted to Literature, Agriculture, the Mining Interest, Local and Foreign News, Commerce, Education, Morals, and Amusements. Quite a commitment! Especially in those pioneer days of scarcity of paper, type, printers, and difficulty of travel. But in spite of the handicaps *The Golden Era*, the Western Journal's predecessor, was named, continued under four different changes of ownership until 1895 when Harr Wagner changed its name to the present title. Mr. Wagner had purchased *The Golden Era* in 1881 when he was just out of Wittenberg College at the ripe old age of twenty-four. (He had graduated rather late because he had worked his way through college by teaching school from the time he was eighteen.) So 1945 is the ninety-third year of publication for the magazine—Old Series, *The Golden Era*, and fifty years of the New Series, *The Western Journal of Education*, the oldest magazine in the West in continuous publication.

The only complete file of *The Golden Era* and *The Western Journal of Education* is in the California State Library at Sacramento, California. In 1906 the newspaper and magazine files were destroyed in the San Francisco earthquake and fire. The California State Library gives this succinct summation of the publication: "The Golden Era: First issue, December 19, 1852, changed to a monthly, 1880, moved to San Diego, 1895, became an annual journal, 1895. Founders and editors, Rollin M. Daggett and J. Macdonough Board. In 1890 sold to James Brooks and Joseph E. Lawrence. Gilbert B. Dimmick became a partner later. In 1897 J. M. Bassett took possession. In

1881 Harr Wagner bought the paper. The editors were Harr Wagner, E. T. Bunyan, and Madge Morris Wagner. Character of paper: at first literary and dramatic, with sympathetic appeal to the miners, later became an educational journal. Prominent contributors: Francis Bret Harte, Mark Twain, Joseph T. Goodman, Joaquin Miller, Clas Warren Stoddard, John R. Ridge, Alonzo De Lano "Old Black." Thus Starr King, Stephen M. Bassett, Prentice Mulford, Richard Henry Savage, Adah Isaac Menken, Orpheus C. Kerr, Ida D. Coolbrith, and many others."

It is in *The Story of the Files* by Ella Sterling Mighels, published in 1893, that we first have a comprehensive review of the place of *The Golden Era* in the early literature of the West. She labels the years 1852-1882 the age of "The Golden Era School" from which came some of the greatest literary outpourings of any comparative modern age. She speaks of the files of *The Golden Era* as "a great pile



The masthead of the first issue of THE GOLDEN ERA shows that as early as then "education" was one of the interests to which the magazine was devoted.

By Viola Granstaff

terms in the rural schools of Pennsylvania, he had saved enough money to go to college. He attended a Lutheran institution, Wittenberg College in Springfield, Ohio, where he was editor of the school paper in his senior year and developed a lasting interest in public speaking.

Upon his graduation in 1881, he

Dr. Granstaff earned her Ed. D. degree at UCLA, basing her dissertation on the life of Harr Wagner. Extensive research took her to Wagner's birthplace, college, and eastern haunts. She received cordial assistance of Wagner's daughter, Miss Morris Wagner of Redwood City. The author is a teacher consultant in the San Diego unified school district.

traveled on an emigrant train to San Francisco where he purchased the *Golden Era*, the oldest literary magazine in California. In a short time the magazine expressed a new and lively concern with education.

The two outstanding events of those early years in San Francisco were Harr Wagner's marriage to Madge Morris, the California poetess, and the beginning of his life-long friendship with Joaquin Miller, the poet of the Sierras.

Harr Wagner had the unusual experience of being paid to move his magazine to San Diego during the boom of the eighties. One of his first ventures there was to help establish the San Diego College of Letters.

However, the new institution could not withstand the "bust of the boom" in southern California, and Harr Wagner assumed a new role, that of county superintendent of schools. His term was marked by changes in the course of study, the establishment of a summer school for teachers, reform in the certification of teachers, and a belief in equal opportunities for women. But his administration, with all of its innovations, was too heavy a drain for a county deflated after a boom.

Returning to San Francisco, Harr Wagner changed the *Golden Era* to the *Western Journal of Education* and thenceforth made educational journalism his life's work. In 1898, he was awarded a subsidy to provide the teachers of California with the *Western Journal* as the official organ of the State Department of Education. It was the sixth and last independent journal to be so designated, but it was the official publication of the Department of Education for thirteen years, longer than any other magazine.

The *Western Journal of Education* was a tribute to the sound educational leadership of Harr Wagner, whose untiring efforts and sacrifices made the *Journal* a profitable publication for the school people of California. Some of the forward movements with which it was associated were the retirement of teachers and the general effort to raise the level of training and salaries of teachers. Perhaps its outstanding value was its monthly record of the people of the western educational world and their activities. The *Western Journal of Education* was in continuous publication until 1948, twelve years after Harr Wagner's death.

It was a disagreement over this publication which strained Harr Wagner's relations with the CTA for a time. His initial contact with the Teachers Association dated back to 1891 when the State Teachers Association and the Southern California Teachers Association held a joint session at Riverside. As superintendent of San Diego county, Wagner was a speaker. This was the first of many times he was to address such groups. It was reported he was honored at the Riverside and Fresno (1892) conventions. At the 1893 meeting at Stockton he was elected one of the two vice-presidents of the Associa-

tion. A friendly relationship was maintained after Harr Wagner left the superintendency in San Diego and started the *Western Journal of Education* in San Francisco.

Early in 1904 the *Western Journal* contained the proceedings of the 37th annual meeting of the California Teachers Association. Harr Wagner believed that this publication should be the official organ of the CTA as well as of the State Department of Education, but the teachers' associations were in the throes of reorganization. In January, 1907, all existing regional associations were incorporated into the CTA, which printed its own proceedings. Again in 1908, the *Western Journal* printed the proceedings, but the new CTA board wanted its own journal.

CTA offered to buy the *Western Journal of Education*, but Wagner turned down the offer. In January, 1909, CTA purchased the *Sierra Educational News*; for several years the directors sought the state subsidy for their journal. In June, 1911, the *Western Journal* lost the subsidy, but *Sierra Educational News* did not get it. The contest for the official designation was finally settled when the section in the California Statutes providing

for a state journal was eliminated on the last day of the legislative session in 1913. However, Harr Wagner did not permit the struggle over the state subsidy to spoil his relations with CTA. Until his death in 1936, he maintained close association with Roy Cloud and Vaughn McCaughey.

Meanwhile, Harr Wagner did not neglect his many other interests. In 1916, at the age of sixty, he organized the Harr Wagner Publishing Company. As its president and manager he befriended California writers and published a long list of California books which are an important part of California's literary history. In addition, he wrote *A Man Unaframed, the Life of John Charles Fremont*, and *Joaquin Miller and His Other Self*. In no place was his pioneering urge better demonstrated than in the textbooks he published.

Endowed with educational ideas in advance of his time, Harr Wagner was a contributor to California educational policy through his ability to arouse public sentiment for enlightened educational leadership. He was one of the most beloved school men of the state because of his sensitive understanding of human aims and his unfailing kindness and integrity.

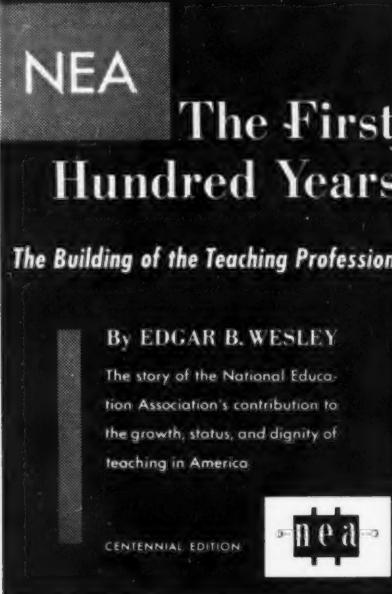
CENTENNIAL HISTORY TELLS STORY OF U.S. EDUCATION

"America was made in the classroom," said a speaker many years ago at an NEA convention. How America was built through public

education is convincingly told by Dr. Edgar B. Wesley in the 419-page history released at NEA's centennial convention this summer: *NEA: The First Hundred Years*.

Author Wesley, a university history professor for 40 years, came out of retirement to write a history that is accurate and scholarly, and at the same time humorous and readable.

This is a book every educator should own; every library should have it available. In limited supply, the history is still priced at \$5; order from NEA, 1201-16th St. N.W., Washington 6, D.C.





On November 2, 1769, a group led by Sergeant Ortega sighted the waters of San Francisco Bay from the crest of hills to the south.

Engraving by Mallette Dean,
courtesy of
First California Company

Bouquet Department

—letters the editor likes to receive

On September 26 at Corning under the auspices of the Tehama County Teachers Association, I had the pleasure of hearing Arthur Corey for the first time.

After hearing him, I said to others, "With leadership like that, it is no wonder that the CTA is the most powerful and respected teachers' association in the country. He is not only a vigorous and inspired speaker but he has a lot of FIGHT besides".

We could all put on a little of Corey's manner and thus dissipate the all too prevalent view that teachers are a lack-lustre group with mama-boys' inhibitions and anemic personalities.

ALLEN PETERS,
Red Bluff.

The *CTA Journal* has always been stimulating to me, but this is the first time that I have been moved to write to say so. Two articles in the October issue are responsible.

Wilson Record's "Integration Is Here" is certainly thought-provoking and constructive.

Donald W. Robinson's "How Basic Is Basic Education?" makes his point very clear. I hope that it will be reprinted where others than teachers are likely to see it.

DOROTHY B. HUMPHREY,
Remedial Reading
Teacher, Ojai.

I just wanted to write and tell you that the September issue is certainly an appropriate one. I know that you and others have had to work very diligently in order to produce such an issue. Congratulations!

INKS FRANKLIN, Editor,
School and Community,
Missouri State Teachers
Association.

Congratulations on a wonderful September, 1957, *CTA Journal*! This is an outstanding job.

I am especially interested in the total professional approach. It is outstanding that you are furnishing a copy to every teacher in California regardless of affiliation. The story is worth telling and well told!

E. DALE KENNEDY,
Associate Executive
Secretary, Michigan
Education Association.

Disability retirement allowances are therefore tax exempt only as provided by Section 105(d) of the 1954 Internal Revenue Code. Nelson believes the new ruling will apply hereafter to persons retired in the past.

CALENDAR of coming events

NOVEMBER

8-10—School Library Assn. of California; 17th annual state meeting; Monterey.

9—CASSA Region I conference; Berkeley.

10-16—AMERICAN EDUCATION WEEK.

11—California Assn. of Adult Educ. Administrators; fall conference; San Diego.

11-13—NEA, National Assn. of Public School Adult Educators; annual conference; San Diego.

12-15—Joint conference of California Assn. of Supervisors of Child Welfare & Attendance, and California School Supervisors Assn.; Los Angeles.

14-16—Adult Education Assn. of America; national convention; San Diego.

15—CTA Southern Section; executive board meeting; Los Angeles.

16—CTA Bay Section; council meeting; Berkeley.

16—CTA Central Coast Section; council meeting; Monterey.

16—CTA—Southern Section; second council meeting; Los Angeles.

16—CAHPER Southern District annual conference, Westchester high school.

17-20—NEA, AAHPER; national conference on recreation for the mentally ill; Washington, D.C.

23—CTA Northern Section; executive board meeting; Marysville.

28-30—NEA, National Council for the Social Studies; annual convention; Pittsburgh, Pa.

29-30—Study Conference on Professional Salary Schedules for Classroom Teachers; NEA, Washington.

DECEMBER

6-7—CTA STATE COUNCIL MEETING; Los Angeles.

7—CESAA, Central Coast Section; meeting; Salinas.

7—CAHPER Bay District annual conference, Richmond high school.

27-30—NEA, National Science Teachers Assn.; annual winter meeting with the American Assn. for the Advancement of Science; Indianapolis.

ALLOWANCES NOT TAX-EXEMPT AFTER RETIREMENT

Disability retirement allowances under the California State Teachers Retirement System are tax-free until the individuals to whom they are granted reach normal service retirement age. This is the opinion of Ralph R. Nelson, CTA consulting actuary, as confirmed by legal counsel.

Internal Revenue ruling 57-76, IRB 1957-9, 10 states that "retirement age" is the lowest age specified in the plan at which the employee, had he not been disabled and had he continued in employment, would have the right to retire. Nelson says this is the full formula without discount, normally 60 years.

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A legal threat

SUE THE SCHOOLS!

Under California law, jury awards for damages can create heavy financial burdens for school districts. Should we correct the law?

By Erwin A. Dann

IN CALIFORNIA, the public is just plain short sighted if it doesn't sue the schools!

Our laws invite school suits. With the cash drawer wide open, why shouldn't the public dip into the till? It's high time we put a stop to legal larceny before individual advantage breaks the school bank.

A recent judgment of \$325,000 rendered against a small school district may be a blessing in disguise for California schools. The CTA should study the trend of present legislation and make recommendations to the public and to the Legislature regarding adjustments that common sense would decree necessary.

Consider some of the ramifications of the \$325,000 judgment. The case: A jury found a coach negligent and the school district was held responsible when the coach allegedly caused an injured football player to be moved, and thus aggravated or caused injury before medical attention was provided.

In an article in the May, 1957, issue of *Nation's Schools*, Professor Leo O. Garber of Pennsylvania University refers to this case as follows: "If a player is injured and the coach refuses or fails to move him to the sidelines, he may be negligent if the player develops pneumonia; but if the player has a spinal injury that later results in paralysis, he may be negligent for moving him." The problem resolves itself into one of the

COACH'S judgment versus that of the JURY. It must be correctly concluded that there are no clearly defined standards by which a coach may evaluate his behavior in emergency situations.

As an aftermath, the statement was made that only in California could a district be sued for this type of injury. A study was made by the Fresno City Schools to determine whether or not this could be true. Seemingly, in general, it is true, because approximately 85% of the states are SILENT in regard to liability laws.

This principle brings into force the common-law rule of immunity which holds that the State cannot be sued without consent. It is reasoned that the school district is a division of government; that the school board is an arm or agency of the State; that the school board is therefore immune, as education is a governmental function of the school district.

The California statutes reverse the general concept which heretofore has been that individual advantage must give way to the public welfare.

In the NEA publication, "Who Is Liable For Pupil Injuries?", it was noted that as far back as 1888 it was reasoned the common law should be invoked because to make a school district responsible for the misfeasance (performance of an act which might lawfully be done but which was done in an improper manner) of its officers would in many cases prove injurious if not destructive to the public welfare. A weak or poor district may be saddled with a heavy bill of damages, and as a consequence the schools must be closed and the ordinary taxation, perhaps for years, together with the State appropriation must be applied to the payment of the bill. **THIS COULD HAPPEN IN CALIFORNIA.**

Further, the Fresno legal counsel states that, should the district have insufficient funds to settle a judgment, a MANDATE can be filed to increase the taxes to provide funds for payment.

The common-law immunity concept is explicit in giving the school district authority to collect taxes for educational purposes only, and not to pay damages.

Every lawyer is aware of the fickleness of jurors in determining awards in liability suits. This is one reason (a very good one) why lawyers accept liability cases. Would the jury be so liberal if the damage had been assessed against the coach personally? Observation indicates that juries are likely to be more lavish in awarding damages against large corporations, governmental agencies, and those covered by insurance. This, again, makes school districts "sitting ducks" for individual gain, at the expense of the general welfare.

The study indicates that in only seven states can schools, under certain circumstances, be made liable for accidents and torts (legal wrongs), but none are so comprehensive as the California law (Sec. 1007, California Educational Code).

Connecticut, Maryland, New Jersey, New York, and Washington are the other states. In North Carolina a school district is liable to the extent of the insurance it carries. If the district does not carry insurance, the common law applies. Under this law, the schools could not be closed by a jury.

Finally, let's consider the setback to our educational program and to the general discipline of our students. The two most expensive classrooms in education are the laboratories and the gymnasiums. It is dangerous to handle chemicals and to participate

Mr. Dann, assistant superintendent for secondary education in Fresno City Schools, was president of California Teachers Association from 1947 to 1950. During his service on the State Council of Education, he was chairman of CTA's powerful Legislative Committee.

in competitive sports, but the outcome—progress in a competitive society—is worth the risk and expense.

Effective teaching and planning should not be shackled by the fear of accusations of negligence in case of accident, for a case won or lost leaves its mark on those involved.

In trying to discipline our youth, the teacher has run the gauntlet of the courts for spankings and other disciplinary procedures. This has acted as a deterrent for effective discipline and has resulted in a growing lack of respect of our students for people in education.

The CTA could make a study to compare the accident rates between California and states operating under the common-law rule. If the California record is not better, it would certainly give credence to the belief that fear of liability has no effect on the exercising of good judgment as to what should be done in the case of accident.

We need a tiller on the laws, not a hand in the till.

Teacher Turnover

(Continued from page 14)

afford; but the loss of teachers because of illness that could have been prevented is indefensible. Teachers and administrators must know what illnesses inherent in teaching are most likely to affect them. They must know how to conserve their strength, vitality, and health.

What illnesses cause teacher turnover? What percentage of teachers are lost to the profession due to illness? What can administrators and teachers do to reduce turnover from this cause?

These questions were answered for the Los Angeles City Schools in a UCLA doctoral study by the author, who sought to determine the factors of ill health causing turnover in that system. Findings revealed what illnesses are causing permanent and probationary teachers and administrators to die, resign, or retire before the age of 65.

The Los Angeles City School System is one of the largest in the nation, employing over 22,000 teachers and administrators in 1957-58. During the 18-year period of this study prior to and including the school year 1954-

55, there were approximately 12,000 separations, of which nearly 2800 were due to ill health.*

The leading single cause of turnover (17% of the total) due to ill health in Los Angeles proved to be nervous disorders followed by hypertension without mention of heart, neuroses, and arthritis. All four disorders (36% of the total) are considered stress diseases. The group of diseases causing the greatest turnover (24.18% of the total) was cardiovascular, followed closely by mental, psychoneurotic, and personality disorders (24.8% of the total), then cancer and diseases of the bones and joints.

The main cause of death (41%) was cancer, followed by cardiovascular diseases (24%). The leading single cause of death among women was cancer of the breast; among men, it was "heart attacks."

The largest number of separations of women teachers was caused by mental, psychoneurotic, and personality disorders including nervous disorders. With respect to men, cardiovascular disease caused the greatest number of separations. Among administrators of both sexes, cardiovascular diseases likewise caused the highest turnover.

The mean age of separation due to ill health for women was 54.14 years; for men, 55.43 years. Separations due to ill health increased with age. Ill health became an important factor after 40 years of age, very important after 55 years of age, and extremely important between ages 56 and 60 when most separations occurred. Especially was this true of women. Separations of men increased after age 50 and were most numerous between 61 and 65 years of age.

The mean age of death from cancer among women was 53.3 years; from cardiovascular diseases among them, 54.67 years.

While the death rate proved to be low (.91 per 1000), the morbidity rate was found to be high. The average annual turnover due to ill health in Los Angeles during the 18 years covered by the study was 1.38 per cent. This is 23 per cent of the total annual turnover. Thus, approximately one quarter of the annual turnover of

*Illnesses causing separation were tabulated according to 64 known causes of death classified by the Vital Statistics of the United States.

teachers in the Los Angeles City Schools is caused by ill health! And this in a city which maintains high health standards for prospective teachers and excellent sick leave and health facilities for those in service. If the annual loss of teachers due to ill health is high in such a system, what must be the loss in systems with little or no health requirements and assistance for teachers?

How Can Turnover Due to Ill Health Be Reduced?

Turnover due to ill health is everybody's business. It requires the serious consideration of boards of education, of administrators, and of teachers themselves. Here are a few recommendations to each.

To boards of education: (1) Boards should select their teachers with greater regard to their physical and mental health. Health examinations should be required in all districts and broadened to include mental as well as physical health.

(2) Periodic health examinations should be required by boards to insure the continued good health of their teachers.

(3) Group sickness and accident insurance should partially be paid for by boards to help maintain teachers in a condition of good health.

(4) In-service training in health should be provided to keep teachers informed concerning their health.

(5) Points needed for advancement in single salary schedules should be reduced and work for such points limited to summers.

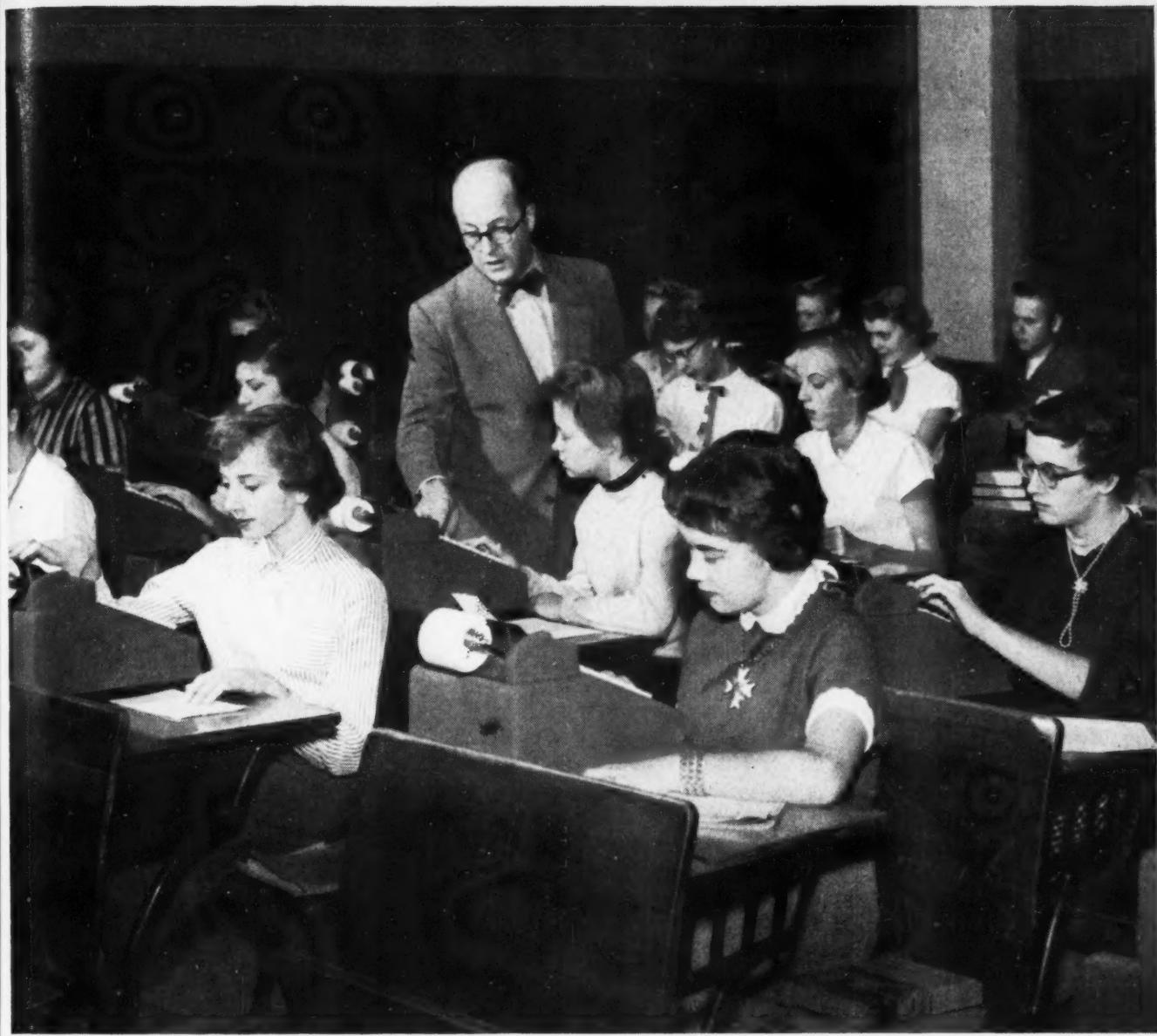
(6) Proper rest room facilities should be made available.

(7) Lunch hours and nutrition periods should be long enough to afford a relaxing break in the day's activities.

(8) Boards should experiment with new approaches to the teaching calendar. A week's vacation following every quarter or a three-day week end at the end of each month should be considered. These suggestions could be tried with little reduction in the amount of "summer vacation" and no reduction in the school year.

To superintendents: (1) The superintendent should provide inspirational leadership that will make for teacher-centered as well as pupil-centered schools.

(2) Teacher and administrator *(Continued to page 22)*



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groups should be appointed to study teacher health problems continuously.

(3) Superintendents should see to it that a healthy teaching environment exists in their systems.

(4) A school health office should exist to co-ordinate the entire health program educationally for teachers and pupils.

(5) There should be physical and mental health supervision of teachers as well as pupils in the schools, and health inspection of school plants.

(6) A broader health education program should be carried on. Teachers need instruction in personal health habits (diet, posture, attire, weight control, sleep, rest, relaxation, and recreation).

To principals: (1) A principal is partially responsible for the physical and mental health of his teachers. The too-democratic principal involves teachers in problems with which they should not be concerned. The too-autocratic principal creates tensions, fears, and frustrations in his staff. Wise and understanding leadership can do much to reduce the stress and strain of teaching.

(2) Extracurricular and professional assignments should be fairly distributed regardless of sex or subject taught. These burdens should be equally shared or reduced in number.

(3) The principal should minimize or eliminate needless class interruptions and school activities. Academic and extracurricular activities should rigidly be allotted a definite time of day or week.

(4) The principal should make sure that he and each member of his staff is given the opportunity for a few minutes of complete rest every day.

To teachers: (1) Teachers should strive for greater efficiency and to gain a better understanding of children. Knowledge of children will help make teaching less trying.

(2) Professional training and the accumulation of salary points must never be carried on to excess and to the point of physical exhaustion.

(3) Teachers must understand their own limitations. They should systematize their work and budget their time and energy. They must know how great a load (class work, extracurricular and professional assignments, university courses, and outside employment) they can carry.



"Know Your Schools" Programs on Radio

In a broadcast released over KNBC, San Francisco, last month, these educators engaged in a "Know Your Schools" discussion. Participants included, left to right, Mrs. J. F. Snowden, first vice president of California Congress of Parents and Teachers; Dr. Fred Wilhelms, chairman of the department of education at San Francisco State College; Dr. James C. Stone (moderator), director of teacher education at University of California; Dr. Charles Hamilton, secretary of CTA commission on teacher education; and Dr. Lloyd Bernard, director of teacher placement at UC.

The group around the microphone, composed of people who had taken leading parts in Workshop in Teacher Education at the Berkeley campus last August, is typical of four discussion groups heard over KNBC during October. All discussions were taped for rebroadcast on 50 major radio stations in the state this fall.

Subjects covered included goals in education, elementary school curriculum, high school curriculum, school facilities. Programs to be heard November 5 and 12 are on teacher problems and adult education.

Safe Drivers Wanted

(Continued from page 11)

senses. Most of the driving sensations, however, come through our eyes. Up to the present time there are no uniform standards of minimum vision required among the several states. In at least one state a blind person could procure a driver's license. Only recently departments of motor vehicles or driver licensing agencies have begun to measure visual acuity and depth perception by mechanical means, rather than by obsolete wall charts.

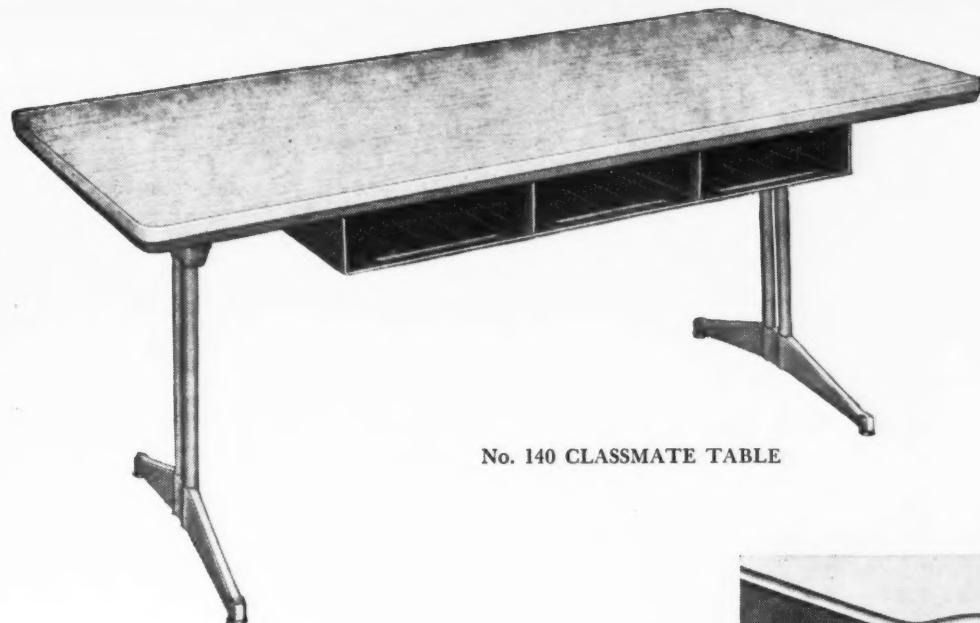
Driver education affords an excellent opportunity to discuss limitations of vision when traveling at high speeds, color-blindness, peripheral vision, glare recovery and glare resistance. The discussion of these factors become more meaningful when applied to participating individuals who are now driving a car.

It is true that in many classes these terms are mentioned as having a bearing on the qualifications of the driver, but too often little or no time is spent on their role in accident causation.

The use of drugs, barbituates and alcohol has a physiological reaction influencing body functions and affecting the safe operation of the motor vehicle. The biological element becomes another facet of primary importance in the total driver education program.

There is probably no truer manifestation of one's personality than when he is behind the wheel of an automobile. Psychologists have written volumes on the roles of our emotions in determining our behavior patterns. That emotional control is an essential factor in accident causation, and of greater importance than actual

(Continued to page 27)



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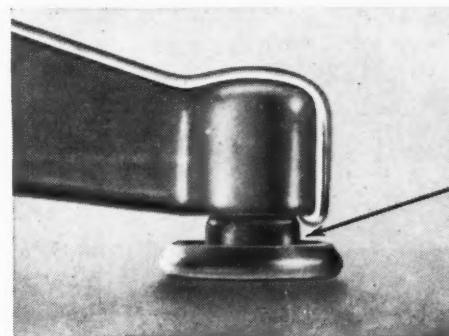
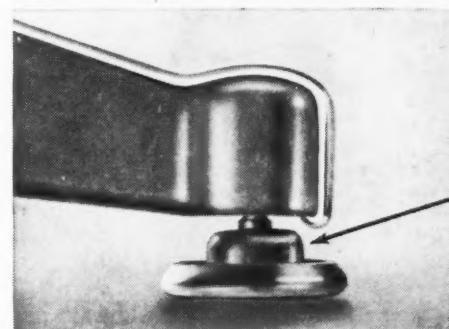


Table is placed on uneven floor.



Glide automatically lowers to adjust to floor.

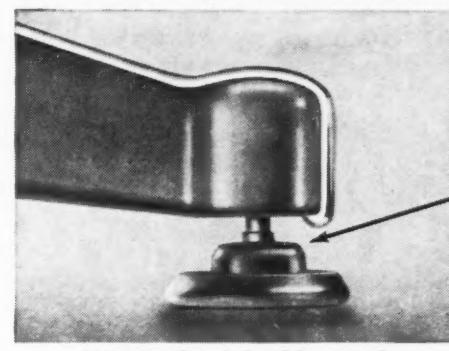


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MARIAN L. "PINKY" UNDERWOOD, left, got the "thrill of her life" when former students gave her a surprise banquet to honor her retirement after 37 years of teaching in California. Nicknamed by a now-famous student as a tribute to her red hair, "Pinky" began her career in 1920 at Elsinore, moved to Glendale in 1928, where she taught drama at Glendale high school for almost 30 years. Phenomenally, she remembers the names and records of the hundreds of students who come back to visit her. Shown at the gayly decorated table above are Screen Actress Terry Moore, 1947 grad, center, telling how "Pinky" introduced her to Shakespeare. Jack Holton, master of ceremonies, right, grins at memories of 1933 drama classes with his favorite teacher.



CALIFORNIA TEACHER HELPS PLAN NEA LEGISLATIVE PROGRAM —Mrs. Mary Jo Tregilgas, teacher in Compton schools, and vice-chairman of the Legislative Commission of the National Education Association, participates in the fall commission meeting in Washington, D. C., Sept. 28. Pictured here at a Commission luncheon (left to right) are: James L. McCaskill, executive secretary of the Commission; William G. Carr, NEA executive secretary; Lawrence G. Derbick, U. S. Commissioner of Education; and Mrs. Tregilgas.

CTA Journal, November 1957

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Milford Zornes, water color artist, works before an admiring audience. Courier photo taken at Sycamore School, Claremont. The painting on which Zornes is working won a \$200 prize last summer at a Los Angeles outdoor art festival.

Real Artists Teach Them

By Aline Walsh

"Honest to goodness artists, that's what we've got at our school," remarked a small boy. And he was right. His third grade class had just come from a fifteen minute period devoted to watching the quick strokes of a water color artist who talked informally as he worked. He talked of line, color, balance, while from his brush flowed waves, sail boats, a beach, clouds in the sky.

"Just like on our vacation"—said another child. "My dad took me in a boat like that."

All over Claremont, elementary school children have been watching artists create in water color, oils, crayons, and charcoal. Such men as Paul Darrow, James Heuter, Tony Ivins, and Milford Zornes have given their time to show children how pictures are made.

Betty Davenport Ford made a working sketch of a gibbon and then

Mrs. Walsh is a teacher in Claremont unified school district.

set about creating the creature in clay—perfect in his bristling ruff and fierce face. Each succeeding class that came into the room saw the animal develop, and they looked with admiration at pictures of a sculptured mountain goat that had won for Mrs. Ford, Los Angeles County Fair's top prize.

At other times Marjorie Burgeson demonstrated methods of sculpture and Elizabeth Van Dolsen showed tools and techniques of carving wood and stone.

Betty Campbell, Dale Gaynor and Helen Schell, who exhibited finished mosaics and worked on various stages of others, so captured the imagination and enthusiasms of a fourth grade class that they produced interesting compositions of their own from bits of broken tile salvaged from a near-by plant.

First their efforts hung in the out-of-doors display case at their own school and then moved to the children's room at the city branch of the county library.

Claremont's children live in a com-

munity of nationally and internationally known artists who are generous with their time. This year's experimental program, arranged by Elizabeth Van Dolsen, elementary art supervisor, has given school children opportunities to observe gifted men and women at work with many media. They have seen all steps in processes and compositions and they have become increasingly appreciative and increasingly eager to experiment for themselves—to feel form, color and design grow under their own fingers.

Safe Drivers Wanted

(Continued from page 22)

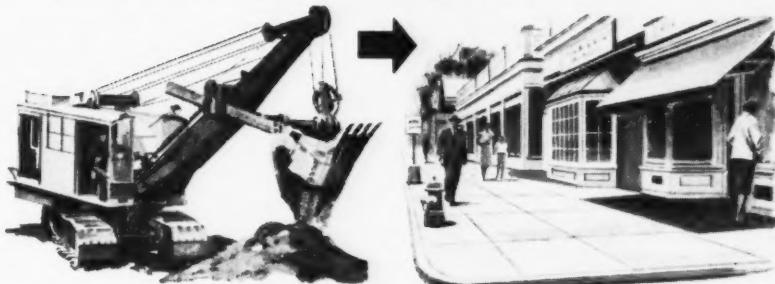
driving skill is generally recognized. The classroom driver education course affords an opportunity to discuss behavior patterns of drivers, as compared to their normal psychological behavior characteristics.

When a driver becomes a rationalizer, a show-off, an egotist, he is demonstrating behavior characteristics common to those individuals classified as habitual violators, or accident repeaters. This "guinea pig," as a subject for psychological analysis, frequents the highways and traffic courts of the nation today. Perhaps we can prevent the student from exhibiting those characteristics termed as anti-social and from being a public menace, thereby contributing to our highway slaughter.

We should not underestimate the importance of habit formation, improper driving attitudes and psychological anomalies, as they increase susceptibility to accident involvement or predisposition to accident occurrence.

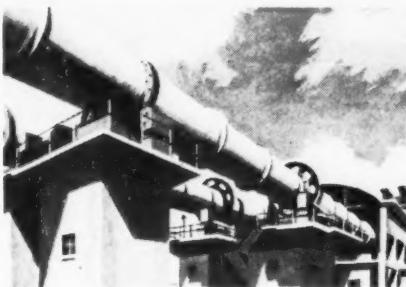
Engineering design as related to roadway and automobile construction is not a component part of any of the regular high school curricular offerings. The importance of engineering as one of the factors in safety has long been recognized. It ranks along with education and enforcement as a requisite for safety in operation of the motor vehicle. Millions of accident-free miles are a by-product of modern roadway design. Despite the marvels of highway engineering, emphasis must be placed on the limitations of highway construction as a deterrent to accidents. However, through engineering we

FROM SOIL TO SIDEWALK

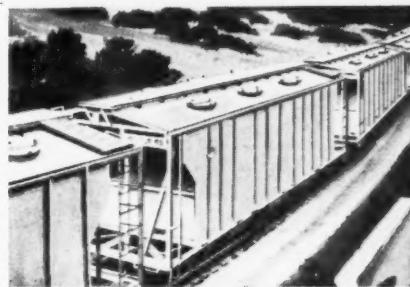


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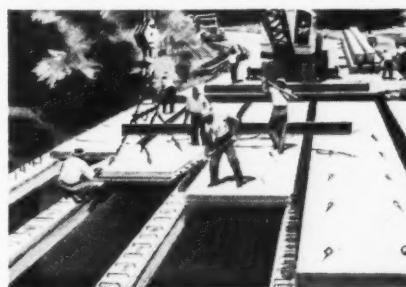
Cement plays a big part in America's progress. It is used in making concrete that goes into buildings and bridges, sidewalks and silos, dams, water pipes, and highways. Railroads haul huge quantities of cement for American industry. Last year it came to 35 million tons . . . the equivalent of a freight train 5,000 miles long!



Limestone, shale, clay, and other materials are crushed, then roasted in giant kilns as long as a football field. Some 80 separate operations are required before the raw materials reach their final form—the fine powder called "cement."



Bulk cement is shipped by rail in covered hopper cars like those shown above. Cement in sacks is hauled in boxcars. Railroads themselves use thousands of tons of cement in the construction of concrete bridges, buildings, tunnels, and terminals.



When cement is combined with sand, crushed stone or gravel, and water, it binds the mixture into concrete. This "liquid stone" may be poured into forms where it "sets" to become harder than the stone of which it is made, as in this bridge.



Reinforcing bars or meshes of steel embedded in concrete enable it to support enormous loads. This makes concrete vital in heavy construction. For instance, the foundations, frames, floors and roofs of this apartment building are concrete.

Supplying a growing America with the cement it needs is a mighty job for the railroads. And it's just one way the railroads serve the nation every day — swiftly, efficiently, and economically.

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can reduce the susceptibility to human error which will decrease the number of accidents or collisions with the inevitable loss of life and destruction of property.

We are learning terms such as limited access, speed control, multiple lane, cloverleafs, etc. The students must know how a scientific approach to safety through engineering has made motoring more pleasurable as well as more safe.

The detection and conviction of the

driver who is under the influence of intoxicating liquor is a major problem today. In the past few years a number of tests have been developed which measure the exact concentration of alcohol in the body. Samples of the breath or body fluids are chemically analyzed and the exact concentration of alcohol determined. When the blood has .15 percent or more of alcohol, the person is definitely "under the influence." This is a positive approach to conviction of drunk

drivers. Ignorance on the part of the general public of how these tests are used and of their reliability in absolving the innocent and convicting the guilty, has been a major deterrent to their more general use.

The student will have a much greater appreciation of the importance of the test if he is shown in a scientific manner how the tests operate. With a minimum amount of expenditure the breath analysis or blood test for alcohol content could be demonstrated. As an alternative the class could visit an analytical laboratory to see chemical determinations being prepared for court presentation.

An understanding by the students could lead to ultimate acceptance by the general public of a law making chemical tests mandatory. All too frequently only passive reference is made to an individual's deficiency in glare recovery, night vision, or the effect of carbon monoxide on the body. A scientific approach with an explanation of chemical changes that take place can be meaningful and instructive.

Laws relating to operation of motor vehicles make up a large part of the bills introduced each year in the legislative coffers of all the states. If students can be shown that these laws grow out of necessity and are designed for the common good, we may have hope that there will be a greater voluntary observance of the law. Students in our classes will some day hold responsible governmental positions and will be better qualified to promote and inaugurate motor vehicles legislation designed for the common good.

With the exception of buying a home, purchase of an automobile is the greatest single expenditure affecting the average family's budget. Consumer education should be an integral part of driver education. This aspect has been neglected and is long overdue. Automobile insurance is becoming more complex. Driver education instructors should invite a qualified person to address the class on those aspects of automobile insurance and financial responsibility which are essential to its ownership and operation.

Driver education has become of age. It should be taught in every high school. Expense should not be a de-



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terrent to its introduction. Its education value is beyond reproach. The complete course should include both classroom and behind-the-wheel instruction. This should be our ultimate objective.

A comprehensive classroom course must remain the essential part of any driver education program. Behind-the-wheel instruction, although highly desirable, can only command a role of secondary importance. The classroom is unlimited in its potential in shaping the attitudes and supplying the knowledge necessary to safety.

Manipulative skills can be taught only by a trained instructor using mechanical devices for the initial phases, with final traffic exposure in a dual control car. The classroom should be equipped with all necessary teaching aids, and staffed by instructors who have had specialized training.

We Practice Conservation

(Continued from page 9)

supervision, we hope to do our heavy equipment work — road-building, slash piling, etc.—while logging is in progress. We can use some of the same motorized equipment and operators doing the logging and save transporting them back and forth.

In thinning our forest—removing some trees to prevent over-crowding—we must also calculate costs carefully. Young redwoods sprout from stumps, with the result that closely-growing rings of trees come up after logging. Ideally, every clump should be thinned to give selected sprouts the maximum sunlight, moisture, and soil nutrients.

But we do not thin every clump as fully as might be desirable from a purely forestry standpoint. If a sprout is over four or five inches in diameter, the wages paid to chain saw and ax-wielding thinning teams are more than can be recovered from current sale of small redwood logs.

Thinning is an interesting but time consuming operation. We do it in teams. One man operates the chain saw. The axman removes limbs which protrude into the air as the "thinned" young log lies on the ground. This improves the appearance of the area from an aesthetic standpoint and definitely reduces the fire hazard since the limbs rot quicker when they lie

close to the ground. Someday we may have a local market for the thinned small logs that will repay the labor costs of thinning, but at present we get no immediate cash return and one could sink a small fortune in this type of stand improvement program.

Although an old proverb says that he who plants a tree shall live forever, we decided early in our venture

that provision for long range forest management is an intelligent and necessary action on the part of a tree farmer.

All of us mean to do a permanent job of raising timber. We do not intend to sell homesite lots or break up the Tree Farms in any way.

As educators, we are naturally concerned with how education can contribute to successful forestland man-

by Julia P. Blair

Below is
digest made by
Principal, Kaley School,
Orlando, Florida—
published in
the *Journal of*
The Florida
Education Association.



Future Scientists for the Atomic Age

► Florida's Orange County Science Fair demonstrated to the public the progress being made by the elementary schools in their effort to keep up with pace of modern scientific development.

Here may be an idea adaptable to your schools. In Orange Co., Fla., a committee was set up to work out plans for a Science Fair and to handle the Fair.

Nine fields were named:—Earth; Light and Sound; Living Things; Health and Nutrition; Magnets and Electricity; Machines; Weather and Climate; Chemistry and the Universe.

Any article, poster, project by an individual or class fitting one of these categories could be entered. School could only enter one of a kind. Children's, not

teachers' work. No awards. All entries were typed on 3x5 cards—with child's name, school, classification, name of object.

Electrical gadgets corner had doorbells, phones, etc.

Wild Flowers. Exhibit showed 75 varieties. A student was on hand to explain.

Other sights were a display of cut-away, painted, cardboard boxes with models of industries; a volcano with instructions how to make it erupt; illustrations of contour planting; etc., etc.

A quick little refresher!



So many times and places
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agement and safeguard all of the many values of our forest heritage.

People wish to spend part of their leisure time in the forests. Conversely, the big danger to tree farming is people—people careless with fire, hikers and hunters needlessly tramping down young seedlings, management roads torn up by narrow-tired vehicles, vandalism, theft of equipment, rustling of Christmas trees and other products of the forest.

One of the ways I see of meeting this problem is more teaching of elementary forestry in schools within the forest regions. I'd like to see all elementary schools give more attention to good forest practices. Some secondary schools in the state now have courses for young tree farmers. More should do so. I'd like especially to see such a course taught at Santa Cruz High School, for example—it being close to our Tree Farms.

Most tourists undoubtedly go to the advertised scenic attractions for their recreation—national parks, high watershed forests in rugged, mountainous areas. The principal recreational use of our utility, commercial-

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will hold its semi-annual meeting at the Ambassador Hotel, Los Angeles, December 6-7. CTA committees and commissions will hold regular sessions.

grade forest lands, probably will be by local residents, with hunting season being a special problem. Enlightenment of the neighbors and local citizens is important in successful tree farming.

So far the problem of recreational use hasn't been pressing, although the Santa Cruz Mountains are becoming a playground for the San Francisco Bay. The ultimate solution, when the problem becomes acute, undoubtedly will be a compromise. But there should be no unresolvable conflict between reasonable recreational use of commercial forestlands and the orderly harvest of timber and minor products of the forest. A Tree Farm, forestland under good man-

agement, is often far better for recreation and game production than an untended forest.

To fellow educators who may be toying with the idea of going into tree farming, we offer this free advice. If a tree farmer is far sighted enough and obtains competent technical guidance, he should be able to make a go of it—if he doesn't pay too much for his land in the first instance. Many products can be developed that are not normally considered profitable, if markets and distribution channels are not too distant.

If the tract is small, it is wise to get together with other timberland owners. We've traveled in the Bavarian Alp country, an area with long experience in growing timber. Most of the tracts are small—twenty to fifty acres—but many ownerships work together on common projects.

To date our Tree Farms aren't moneymakers. They are mostly pioneering investment. But tree farming holds the promise of a fair return over the long run. Meanwhile the thrill of land stewardship is with us every day. There's nothing like it.

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BOOKS of professional interest

TEACHING THE DISORDERLY PUPIL in Elementary and Secondary School, by Norma E. Cutts and Nicholas Moseley; Longmans, Green and Company, New York; 1957. 164 pp. \$1.90.

What are you doing about the discipline problems in your room? Are you having trouble with one or two students who continually spoil your day? If you are, then this book should be of great value to you. If you aren't, read it anyway. You will get some new ideas which will help you to maintain your "abnormal" situation.

This book has a realistic approach to the

problem of classroom discipline. It does not bog down in psychology, nor does it lose its way in vague, impractical theories. One of its main assets is the authors' awareness of the teacher's struggle with the everyday problems of discipline.

The book has been planned to give the classroom teacher in both the elementary and secondary schools an understanding of the common causes of misbehavior. While it does not offer any magic cure-all, it does describe successful methods for controlling and solving problems.

The data for this book was collected over

a two year period from five hundred teachers and students. The viewpoint of the student as well as the teacher makes a well-rounded guide for setting up rules for classroom order. Discussed in this book are such topics as methods of obtaining classroom control, types of punishment within the authority of the teacher, delinquents and pre-delinquents, and what to do about the "unruly teens".

The book is easy to read and would be equally enlightening to laymen. The end of each chapter contains a list of books, pamphlets, films, and topics for study and re-

search which would be an excellent aid to any civic group making a study of discipline.

—Mrs. Frances Coolidge
(See Mrs. Coolidge's article, "To Spank or Not to Spank" in last month's CTA Journal.)

HIGH SCHOOL TEACHING. By Kenneth H. Hansen. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 421 pp.; 1957.

Embracing all major segments of secondary education, from the psychology of the adolescent to audio-visual aids, this work should serve as an adequate primer for education majors. While this text lacks depth in various aspects — e.g., individual differences and guidance — it compensates for this short-coming in offering a succinct view of the contemporary high school. Of merit is the author's non-pedagogic style; he writes not to impress but to communicate lucidly. The reader should find this refreshing in a book of this type.

Dr. Hansen propounds no quasi-revolutionary theories. Rather he takes apart and gives words to those truisms evident to the experienced instructor. One point recognized by the author which is often submerged beneath pedagogical meanderings is the neutral position of the typical student. The instructor with an avid, even fetish, interest in his particular subject must be cognizant of a simple fact: the majority of

his class are neither against nor for Shakespeare or Beethoven. They have, as Hansen phrases it, the "casual attitude". The author's treatment of this chronic situation is, as throughout the entire book, in an enlightened and yet feet-on-the-ground manner.

To borrow from the vernacular of the students about whom Dr. Hansen writes, "High School Teaching" may well be termed a "solid" book.

—Barry G. Johnson

SCHOOL PROBLEMS IN HUMAN RELATIONS. by Lloyd and Elaine Cook. New York: McGraw-Hill Book Co., Inc., 1957. pp. xi, 292, \$5.50.

Here is another in the list of "Cookbooks" which should add luster to the reputation of its authors. More and more we find in books for teachers, as in this one, provision of meaningful experiences in dealing with human relations. And, while many of the statements, contentions, and assertions are often cues to discussion and dispute, there are few, indeed, of the dogmatisms, soft-spoken though they may be, in which current texts abound. We have here, in fact, a work which is in itself an exercise in human relations, be it text or class guide.

We are well aware that human relations problems bulk large in our professional and

personal lives. We have long contended with such problems and, for the most part, have relegated them to rule-of-thumb consideration. Such topics as room control, first days of teaching, individual differences, school-home relations, school staff relations, and others commonly receive general notice and rather academic discussion. To a great extent such attention as is given to these topics occurs after teaching has begun, rather than adequately or in advance.

In this book, however, the dry-as-dust tome glittering with generalities is gone. In its place are case-centered chapters, bearing meaningful materials and discussion based upon concrete evidence gathered by the authors.

The cases presented are interesting and pointed in their amplification of stated theory and methods of problem solving. The book as a whole is sociologically oriented and treats the theme of human relations as paramount in the education of present and potential school personnel. It presents a point of view which is occasionally unorthodox and which assumes a considerable amount of sociological sophistication on the part of its readers, particularly in the area of community power systems.

Both in content and format, this book scores high. Not only does it serve as an interesting, useful guide for the solitary reader, be he teacher or administrator, but it contains the basis for fruitful discussion by teacher education classes, institutes, or workshops.

—Nathan Kravetz

SCIENCE TEACHING IN THE SECONDARY SCHOOLS: by John S. Richardson; Prentice-Hall, Englewood Cliffs, New Jersey, 1957. \$6.50.

This volume is written primarily as a textbook in teacher training, and therein lies its real value. Here, in the first three chapters, is a sound treatment of science teaching in our schools, not merely suggestions of the transmission of content. Rather, the author leans heavily to the thought that "scientific literacy" is needed by each member of a culture such as ours, based so thoroughly upon technology and scientific endeavor.

The author feels that the greatest need for science teaching rises from the hypothesis that society needs leadership inculcated with those habits of critical thinking that are characteristic of the method used by scientists in solving problems. Refreshingly, the author writes that science as a school subject should be far from description and history; that it is a way of thinking and that the science teacher should set as his goal the development of scientific behavior in young people.

The author concludes that since the curriculum is experiences of the student under the direction of the school, the science laboratory should be the origin of the curriculum in science. He deplores the fact that in most schools science experiments are actually "exercises".

Methods and procedures in science teaching take a large portion of the book. But here, again, the treatment is dealing with the "why" as well as the "how".

—Walter C. Daniel

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Random Notes

About Books

American Council on NATO, Inc., is distributing a free booklet, *NATO—Shield of Freedom*, which will be of interest to teachers of social studies and current events classes. The booklet is valuable, if only for the sections "What is NATO—and why" and "Why the U.S. Needs Europe." Get it from the Council, 22 E. 67th St., New York 21.

For teachers of driver-training classes, several new booklets are available—free and otherwise. Ballantine Books, 101-5th Avenue, New York 3, has put out *I Drive the Turnpikes . . . and Survive* by Paul W. Kearney. Hardcover copies are \$3.00, paperback 35c. Kearney is the author of some 600 articles on safety which have appeared in national magazines.

Travelers Insurance Companies, Hartford, Conn., have again issued their booklet of cartoons and statistics which hammer home the importance of careful and sane driving. This year's offering is *Heedless Horsepower*, and is free for the asking.

For those who like to include training in truckdriving, the White Motor Company, Cleveland 1, Ohio, has issued a new edition of its popular *Driver Manual*, available at \$1.25 per copy.

This must be the Year of the Encyclopedia. Almost simultaneously, two different groups put out booklets on the use of the encyclopedia in the school . . . but with somewhat different approaches. *A Handbook for Instructional Leaders on the Use of Encyclopedias in Schools* is the report of a workshop held at the University of Washington, August 1956, and includes criteria for evaluating reference material and determining a school's needs for such materials, as well as suggestions for acquainting teachers with the content and uses of reference sets. Single copies will be sent free from the College of Education, University of Washington, Seattle 2.

The other booklet is *The Encyclopedia—A Key to Effective Teaching*, and its title describes its approach. It contains a wealth of material that the classroom teacher will find useful. This booklet was prepared by the Reference Book Section of the American Textbook Publishers Institute, and can be obtained from the Institute at P.O. Box 133, G.P.O., New York 1.

The Flexible School, a publication of the NEA Department of Elementary School Principals, discusses the need for schools to be more flexible in leadership, tools and curriculum. 72 pages, \$1.25 per copy, with quantity discounts.

George Peabody College for Teachers, Nashville 5, Tennessee, has issued a new edition of *Free and Inexpensive Learning Materials*, selling for \$1.00 a copy.

An Illustrated Guide to Fossil Collecting by Richard Casanova, has been published by Naturegraph Company of San Martin. Hardcover is \$2.60 a copy, paperback, \$1.50.

The 1957 Yearbook on Education Around the World is now available from the U. S. Department of Health, Education and Welfare, for \$1.50 a copy. Titled *Education for Better Living*, it discusses the role of the school in community improvement. Identify

it to HEW when you write as Bulletin 1956, No. 9.

The primary purpose of *A Teacher's Guide to the PTA*, newly published by the National Congress of Parents and Teachers, is to acquaint future teachers with the PTA and prepare them for effective participation in it. May be obtained for 50c from the NCPT, 700 N. Rush St., Chicago.

Elementary School Science: Research, Theory and Practice, brings together in concise form research findings, authoritative opinion, and results of successful practice in science education in the elementary school. Available for \$1 from ASCD, NEA.

Two pamphlets have come in which may be of interest to those who head committees, conduct meetings, or otherwise have the mantle of leadership thrust upon them. Association Press, 291 Broadway, New York 7, puts out *On Being A Leader*, a 16-page guide to effective work with people. Most of the material is commonsense, some of it you have heard before . . . but it will serve as a reminder. Single copies 25c, quantity discounts.

The other is a 4-page leaflet on procedures which are intended to streamline the work of small meetings where the more cumbersome Roberts Rules of Order are not actually required. Written by Roger Gray, a former YMCA Secretary who has been producing "club clinic" material for 18 years, it is entitled *Democratic Procedures for Group Decisions*. Order from Dupli-Print Services, 100 Marion Avenue, Mansfield, Ohio, at 25c each, or \$2.00 a dozen.

The Summer-Fall catalog of New American Library publications is now available from NAL, 501 Madison Avenue, New York 22. Contains all the titles in the Signet, Signet Key and Mentor books (all paperbacks), many of which have been mentioned in this column from time to time.

About a year ago, Squibb, the pharmaceutical company, published a book for distribution to the medical and allied professions. *Osborne on Leisure* was the title, and it proved so popular that Simon and Schuster has published it, and you will now find it in your favorite bookstore. Done in cartoon style, the book has a deadly seriousness and delivers a telling point for those who race themselves to exhaustion.

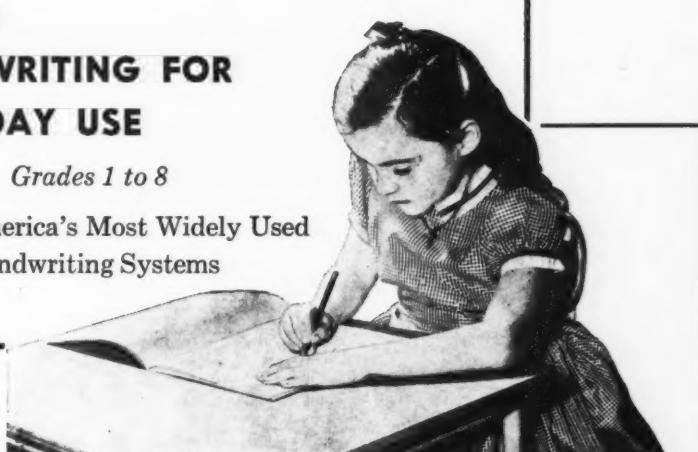
Three U. S. Government departments join hands in producing a Handbook for Communities in the *National Stay-in-School Campaign*: Department of Labor, Department of Health, Education and Welfare, and Department of Defense. Copies are available at 15c from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Will be of interest to teachers who are concerned about the drop-out problem, and who want specific suggestions for encouraging more high school and college students to stay in school.

Some California teachers have invented a device for holding books that is simple, efficient and inexpensive. Called "Page Boy Bookholder," it holds your book erect, keeps pages in place, and folds flat into a bookmarker when not in use. Send 50c to

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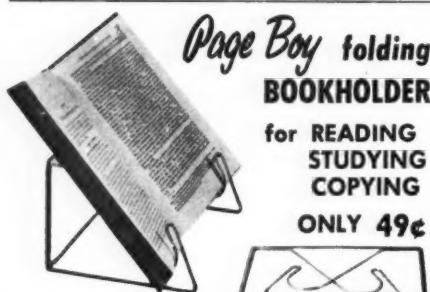
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Devotees of Early Americana will be happy to hear that an exhibition of more than 70 early posters will soon start a tour of the U. S. Oldest poster was printed in 1832. The posters were the subject of an article in December 1955 issue of *American Heritage*, book-magazine publishing venture that has made history itself. A.H. "discovered" the collection, and is responsible for the tour.

"The time has come to look at America in new dimensions," says Macmillan Company in a leaflet on new publication, *U.S.A. in New Dimensions*. A paperback selling for \$1.20, it brings together dynamic factors in the American economic system and explains them in teenage language.

Pioneers for One Hundred Years: San Jose State College: a history of California's oldest publicly-supported institution of higher education, written by Dr. Benjamin E. Gilbert, and published by the college in connection with its centennial celebration. Traces growth and development of the institution from early days as Minns' Evening School in San Francisco to the modern institution in San Jose. Author is Associate Professor of History at the college and an authority on early California.

Students of world history will be interested in a monthly magazine published in England, titled *History Today*. Sample copy indicates wide variety of topics. \$6 for yearly subscription. Publisher will send one free sample copy. Write to 72 Coleman St., London, E.C. 2.

"Beginning Teachers' Guide" is the title of a 40-page booklet published this month by California Teachers Association for the Department of Classroom Teachers. Freda Walker, Northern Section; and George Streby, Southern Section, were co-chairmen of the handbook committee, which included Laurene Boardman, Gladys Cave, Paul Cook, and Dorothy Hamilton. The Guide will be on sale at 35 cents a copy by officers of CTD in the six Sections.

CTA Research Department has published five Research Resumes, four of which are in the field of gifted child education. All are available at \$1 per copy. They include: No. 1, Annotated Bibliography, Gifted Child Education; No. 2, Survey: Gifted Child Education in California; No. 4, Objectives of Education for Gifted Children in California Elementary Schools (Donald J. Kincaid); No. 5, 1957 Addition to Annotated Bibliography on Education of Gifted Children.

Public Relations Department of CTA has just published a four-page leaflet titled "CTA—What It Is . . . How It Works". As the title indicates, it is a thumbnail outline of the structure, aims, and operation of the largest state teachers' association in the United States. It's free for the asking, intended primarily for press and radio orientation.

A 16-page pamphlet titled "Facts About California's Public Schools" has been published by the League of Women Voters of California, 120 South Euclid Avenue, Pasadena. This brief and handy reference will be useful to PTA groups and school boards. Sells at 10 cents a copy.

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62. **Train Display Streamer** — A display item, 160 inches long, accordion folded, showing freight and passenger trains in color. One copy only per teacher. (Association of American Railroads)

63. **Full-color brochure** showing new Classmate line of modern classroom furniture, in Diploma Blue and Classday Coral. (American Seating Company)

3. **Facts** about writing short paragraphs for profit. (Benson Barrett)

10. **Brochure** on Summer Study in Europe in fields of Education, History, Art, Music, Sociology, Languages, Journalism. Planned to satisfy "in-service" credit requirements. \$495 and up. (Study Abroad, Inc.)

13. **Help! Help! Help!** Illustrated booklet for persons who have written manuscripts and are interested in book publication. (Greenwich Book Publishers)

15. **Colorful 17 x 22" Map** of historic U. S. Trails illustrating the titles of the American Adventure Series and brochure concerning this corrective reading program. (Wheeler Publishing Company)

19. **Request Card** for copy of Teacher's Manual for 30th Annual Standard School Broadcast Course, "Storyland of Music". This 1957-58 series will feature a symphony orchestra, concert band and folk-dance orchestra, conducted by Carmen Dragon; a well-known New Orleans jazz band; Hawaiian orchestra and singers; a jug band; and full cast of vocal and instrumental soloists, choral groups, dramatic actors, narrators and guest artists. Each program will include some of these features in telling the "Storyland of Music". (Std. Oil of Calif.)

26. **Five Point Protection for Athletes in Action.** Illustrates important safety features built into Athletic Glasses. Shows why these glasses which are specially designed for rough treatment protect athletes all over America. Available in quantities. (Benson Opticians)

35. **"Your Pupils Can Improve Their Writing Too!"** is a concise catalog of the aids to be used in teaching writing in grades 1 to 8. (Noble and Noble Publishers, Inc.)

39. **Worktext Catalog** lists Worktext, workbooks, teaching aids, texts, readers and library books. Fields covered are mathematics, science, reading, music, history,

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As I look back over forty years of teaching it seems to me the one thing that drew me to teaching was an inner urge to teach anyone who wanted to learn. This urge has lighted my occupational path through the years.

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As we walked along we spelled his name over and over, R-o-y L-e-e, R-o-y L-e-e. Fortunately it was not a long name. When we reached the pasture, we used a flat rock for a slate and crudely scratched his name. This took time; it was growing late. We rounded up the cows and started home. When we passed the boy's house, I heard him excitedly tell his mother that he could spell and write his name. I remember having a warm satisfied feeling deep down inside of me when I heard the happy voice of my first satisfied customer.

—OWEN J. OWEN, *John Marshall junior high school, Pasadena*

geography, industrial arts (drawing and shopwork), health and many others as well as many types of achievement, evaluation, and objective tests for specific needs. 80 pages. (Steck Company)

43. **Catalog** of books on Counseling, Guidance, Bible Study, Music and Plays, plus other subjects of special interest to Bible students. (Muhlenberg Press)

46. **Handicraft Materials.** Catalog listing low priced project ideas for such items as stained glass windows, ceramic or plastic mosaic tiles, wooden boxes to be decorated, even ideas for using ice cream sticks. (Cleveland Crafts Company)

47. **Origins of New England** tour, summer 1958. Study course on wheels covering American History, 1620-1820. Univ. credit. Also folder on European tours. Indicate which folder is desired. (Arnold Tours)

55. Samples with brochure and pieces on cardboard cut out letters for use on bulletin boards, exhibits and posters. (The Redikut

Letter Company)

59. **Literature** on the Christian Science Monitor, a newspaper that will give you ideas for interesting class discussions. (Christian Science Monitor)

60. **Nature Catalog.** Lists maps, charts, games, etc., particularly devoted to western nature study. Catalog No. 5. (Naturegraph Company—San Martin, Calif.)

65. **Folders** on Summer Sessions at Guadalajara, Mexico, and Valencia, Spain, and itineraries of tours of Europe for 1958, University of San Francisco Extension. (Dr. Carlos G. Sanchez)

66. **Brochure** gives the itineraries of four 11-country tours to Europe for the summer of 1958. It has 20 pages and is well illustrated. (Caravan Tours)

67. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for twenty countries in seventy days, summer 1958. (Europe Summer Tours)

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TEACHERS often bristle and fume when the schools are criticized and they tend to defend the educational *status quo* blindly.

A manuscript before me asserts that "professional educationists believe that . . . our schools are better than ever and that the critics, though they are sincere, are either enemies of the public schools or are too old-fashioned and too academic to know what is best for the youth of the nation."

The writer, who obviously believes himself to be an iconoclast, uses two typed pages to repeat quotations from Admiral Rickover, David Riesman, and others. He infers that all the blame for current educational deficiencies may be laid at the door of "teacher training" institutions.

He concludes with the charge: "We have something to think about. Either modern education must change because of strong pressure outside the teaching profession, or the profession must take the initiative and do the job itself."

It must be admitted that teachers in general—and educational journal editors in particular—have been thin-skinned about criticism of the schools: No doubt most of this sensitiveness can be traced to the critics' all-embracing charges. We are led to believe that the United States is decadent and primitive and it's all because we haven't taught the right things well enough in our schools. This kind of scatter-gunning must inevitably lead to heated controversies, thence to impasse.

The critics—many of them brilliant scholars and temperate thinkers—have served us well. They have pointed out weaknesses which should not be ignored. But they have also been specialists: historians who want to produce a society of academicians, chemists who want emphasis on teaching of scientific subjects, psychologists who want recognition for their own brand of mass indoctrination.

To assume that educators are doing nothing about weaknesses in public education is erroneous. There is as much valid research in education as there is in industry. Soul-searching is not confined to defense of what we are doing today; it is much concerned with what we should be doing tomorrow.

In the vanguard of the search for improvement are the professional associations of teachers. California Teachers Association, through its commissions, provides an example of the potential power of professional influence.

If the critics seem to enmesh themselves in nostalgia for the rote of the little red schoolhouse combined with obscure semantics, they might find their answers in "We Hold These Truths . . .", CTA's definition of educational goals.

If they wail about irresponsibility and unethical conduct among teachers, they might give heed to "The Code of the California Teacher" and read the reports of our Ethics commissions.

If they direct their barbs at teacher education institutions, they should familiarize themselves with CTA's

far-reaching proposals on accreditation and certification. The credential revision plan, soon to be submitted to State Council, would behead a State-manipulated Hydra and reduce the monstrous thing to docile servitude. The teaching internship and upgrading through basic requirement of a liberal education are Herculean swords. But they were unsheathed by teachers themselves, working together in their professional association.

KEITH MARTIN, principal of McKinley school in Compton, writes me a letter from which I quote: "Like many educators in the south Los Angeles area, I read with special interest Wilson Record's article *Integration Is Here* in the October issue of *CTA Journal*.

"Whenever integration is reviewed locally, the discussion invariably goes back in recent history to the early days of World War II.

"On the day after the attack on Pearl Harbor, the teachers in the Enterprise District stood at the windows of their nearly-empty classrooms and watched a fleet of army trucks roll by. On the trucks were the Japanese families who lived in the area; they were on their way to relocation centers in the desert. The teachers had little else to do that day for 85% of their pupils were Japanese.

"Today children in the district represent a cross section of Japanese, Mexican, Caucasian and Negro. During the period of intervening years, an interesting social development occurred: integration without fanfare, integration without the aid of the National Guard. No one thought much about it. But now in 1957, it almost seems as if a miracle has occurred at Central Avenue and Compton Boulevard.

"When the war was over, newcomers remained in California. Negroes and Caucasians alike bought homes here and neighbored with the returning Japanese and American-born of Mexican blood.

"In 1941, the Enterprise District had one school of ten rooms attended largely by Japanese. By 1957, Enterprise had four schools with many races and nationalities represented by pupils enrolled.

"In 1948, a Mexican-American teacher was employed. In 1949 the first Japanese teacher was employed; the first Negro in 1950.

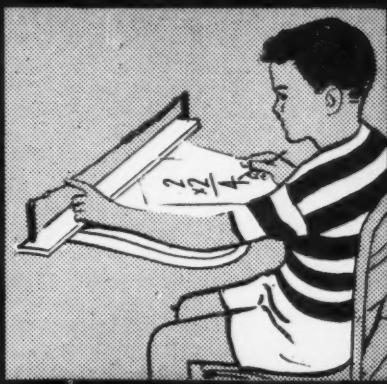
"A birthday party was planned in one of the Caucasian homes in the district. The parents were educated and understanding people. They told their two children they could each invite two friends to their home after school for the party. The girls named their guests beforehand and brought them home on the appointed time. One girl brought a Negro and a Caucasian. The other brought a Negro and a Japanese. Neither girl had described her friends. They merely said, 'We will invite Sue, Kay, Mary and Jackie.'

"So integration happened. No tactful handling of the situation was required. No laws were passed. No issue was forced. Here in a community without tradition to battle, a school was integrated and the people of the area are proud of their schools."

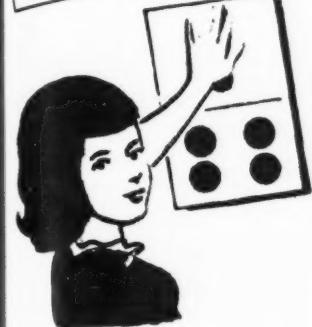
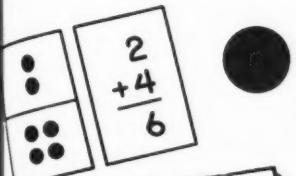
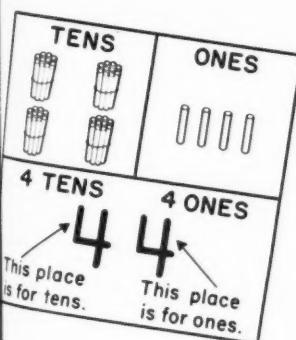
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1 #752Y 500 Pupil Practice Cards	.90
1 #759 Thermometer	.85
1 #5503 Metal Coins	1.00
1 #234 Folding Perception Cards	.60
1 #228 Relationship Cards	1.00
1 #747 Number Grouping Frame	1.65
Total	7.00
Buy complete Kit and Save	1.00
Kit Total	6.00

T102 Grade 2 Arithmetic Kit

Use with "Using Numbers" Text

1 #751 Number Grouping Discs	\$1.00
1 #80W 500 White Gummed Circles	.40
1 #752Y 500 Pupil Practice Cards	.90
1 #759 Thermometer	.85
1 #5503 Metal Coins	1.00
Total	4.15
Buy complete Kit and save	.40
Kit Total	3.75



T104 Grade 4 Arithmetic Kit

Use with "The New Learning Numbers" Text

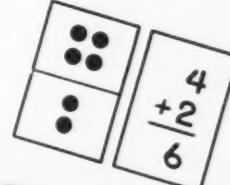
1 #752Y 500 Pupil Practice Cards	.90
1 #759 Thermometer	.85
1 #228 Relationship Cards	1.00
1 #229 Relationship Cards	1.00
24 #753 Pupil's Mult. & Div. Kit	4.00
Total	7.75
Buy Complete Kit and Save	1.25
Kit Total	6.50



T105 Grade 5 & 6 Arithmetic Kit

Use with "The New Exploring Numbers" and "The New Understanding Numbers" Texts

1 #759 Thermometer	.85
1 #762 Decimal Place Value Cards	1.00
1 #756 One Square Yard	.80
24 #754 Pupil's Fraction Kit	6.00
Total	8.65
Buy Complete Kit and Save	2.15
Kit Total	6.50



We would like to take this opportunity to introduce the T100 Basic Arithmetic Kit. This Kit is designed to be used with The California State Texts—grades 1 thru 6. This basic Kit may be passed from room to room supplementing your entire Arithmetic Program. Buying these items in Kit form will save you \$2.00.



1 #758 Two Place Number Board	\$2.00
1 #748 Modern Computing	
Abacus	4.00
1 #750 Place Value Board	4.50
1 #763 Perimeter Area Board	2.75
1 #755 Place Value Chart	3.25
Total	16.50



We have offered you the above savings so that every school room need not be without the visual aids that will make teaching arithmetic a little easier for both teacher and Student. You may also order individual items! Use the price following each item. Please enclose tax and postage to cover Purchase or we will send orders out C.O.D.

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- DIVIDENDS have averaged over 23 per cent for 7 years!
- UNINSURED MOTORIST coverage is included at no extra charge!
- EVEN if your car is now insured by a "non-Board" company at sub-standard rates you may save up to 25 per cent!

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(To quote LOWEST RATES to which you are entitled we must have ALL data requested.)

Teachers

Name _____

Age _____

Birth Date _____

School

Name _____

School

City _____

Spouse's

Name _____

Age _____

Birth Date _____

Spouse's

Occupation _____

Employer _____

Residence Address:

No. and Street _____

City _____

Home

Zone _____

Phone No. _____

Are there OTHER male drivers of
THIS vehicle residing in household?

(Yes or No)

If "yes,"
give age _____

Birth

Date _____

Principal

Driver

Occasional

Driver

(Check One)

Car
Year _____ Make _____

Model (Bel Air,
Customline, etc.)

Body

Type _____

No. of
Cyls. _____

Date
Purchased _____

Motor
No. _____

(If none, give serial or ID number)

Is car usually
driven to work?

If "Yes," is distance.

ONE way, under 10 miles?

(Yes or No)

Is car also used in
spouse's occupation?

School Phone No. _____

(Yes or No)

Latest CTA
or CSTA No. _____

(All policyholders must be CTA or CSTA members)

ESSENTIAL! Date Present Policy Expires _____

(If you do not have a policy, write "None")

Do you own other cars?

(Yes or No)

If CSTA, date started or will
start student teaching.

Company(ies) Now
Insured By

(Eligible only if have completed, are now student teaching, or will start within 30 days from date of policy)

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Terr. _____ Cl. _____

Sym. _____

Coll. _____

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